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ABSTRACT

The document reports on the second and final year of a demonstration Adult Basic Education (ABE) project in Washington, D.C., administered by the National Council of Negro Women. Operation COPE: A Family Learning Center served the needs of educationally disadvantaged, low-income young mothers who head households. The learners' expressed interests and needs determined the curriculum (typing, sewing, and arts and crafts) taught to equip the students for employment. Reading and mathematics were incorporated into these skill subjects; homemaking was gradually introduced into the sewing classes. Individualized instruction was available in reading and math. Family and citizenship education, field trips and audiovisual aids, and utilization of service agencies were also program elements. The project's second thrust was developing inservice training for ABE professionals and paraprofessionals. Implementation of the program's essential elements is described: recruitment, counseling, climate, team approach, curriculum, community linkages, volunteers, staff development, advisory committee, and research and evaluation. Included are sample instructional materials and participant data and testimonials. Concluding the report are principles which underlay the successful model, e.g., the low-income mothers see themselves as self-directing, respond to respect, and can be helped to diagnose their needs and to plan, conduct, and evaluate their own learning. (Author/AJ)

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FINAL REPORT

OPERATION COPE: FAMILY LEARNING CENTERS

FOR

MOTHERS WHO ARE HEADS OF HOUSEHOLDS

FOR THE NATIONAL COUNCIL OF NEGRO WOMEN

IN WASHINGTON, D.C.

FOR THE FISCAL YEAR ENDING JUNE 30, 1975

Prepared By
Edmonia W. Davidson, Ed.D.
Project Director

BEST COPY AVAILABLE

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Edmonia W. Davidson, Ed.D.
Director
Operation COPE

INTRODUCTION

This is the final report for Phase II, the second and final year of U. S. Department of Health, Education and Welfare special grant number OEG-0-73-5226, in Washington, D.C. covering the fiscal period from July 1, 1974, through June 30, 1975.

The establishment of the project was made possible by a grant award of the United States Office of Education to the National Council of Negro Women under the grant authority of Public Law 91-230, Title III, Section 309 (b): "Special Experimental and Demonstration Projects in Adult Basic Education" of the Adult Education Act of 1966, as amended. The grant was awarded through the Bureau of Adult, Vocational and Technical Education of the U. S. Department of Health, Education and Welfare as of July 1, 1973 in the amount of $120,000.

The National Council of Negro Women (NCNW) has had an historic involvement in developing leadership amount women at the community, national and international levels. NCNW is a locus of information for and about women, especially those in the Black community; stimulates cooperation amoung women with diverse economic and social interests and backgrounds; a catalyst of constructive militancy; and a linkage of the talent and contributions of Black women.

NCNW has demonstrated innovative approaches to meeting chronic deprivation in areas such as housing, hunger, day care, consumer education and protection, career advancement, and problems of the teenage mother. A firm commitment to quality education has been embedded in some aspect of every program in each of these problem areas. With that experience behind it, NCNW embarked upon Operation COPE.

Operation COPE: A Family Learning Center, is an experimental demonstration project. The grant was awarded to the National Council of Negro Women's proposal to develop an Adult Basic Education model of a family learning center that serves the needs of educationally disadvantaged mothers. COPE's target population is low-income, young (under 35 years of age) mothers who are heads of households but who have less than six years of schooling.

COPE proposed to develop a model of a family learning center which services a group of educationally disadvantaged, low income young mothers under 36 years old who are heads of households and a model for developing a volunteer staff for ABE programs by:

A. Developing curricula which incorporated at least three basic coping skills with ABE.

B. Developing a method of in-service training for professional and para-professional in ABE programs.

C. Developing a model of human resource development by using NCNW as a base for initial recruitment and for training of ABE volunteer staff.

D. Developing a model of an advisory committee for ABE programs.

The project aimed at intervening in the vicious circle of poverty, functional illiteracy, and deprived family life by:

- involving each participant mother in an adult basic education process that would provide them with a better ability to communicate and computate.
- helping the parents acquire elementary "coping mechanisms" that would increasingly enable them to handle the pressures of educational deprivation.
- involving the enrollees in training that would prepare them to be more effective parents and citizens.
- offering para-professional staff members adequate opportunities to establish a foundation for future career growth and upward mobility.
- involving the parents in learning enterprises that would broaden and enrich the scope of their family life.
- providing the participants with the added support of a network of National Council of Negro Women volunteers who would bolster the Learning Center's operation.
- establishing opportunities for the enrollees to acquire needed services through the project's linkages with other community agencies and organizations.

PHASE I SUMMARY

During the first year, 1973-74, the project was initiated. Dr. A. Jackson Whaley was employed as Project Director in August 1973. Staff was employed, preliminary planning was engaged in, and cooperative linkages with other organizations established.

Operation COPE was originally planned to work out of a Family Learning Center at the Council House of the National Council of Negro Women at 1318 Vermont Avenue, N.W. An unfortunate fire in the house made the implementation of this plan at the time impossible. COPE then established cooperative linkages with on-going multi-service agencies to host the project. Not only were satellite centers set up in the community, but teaching teams were "attached" to three sites requesting a program, but unable to house the entire COPE project. The centers serviced throughout the year were at the following:

NUMBER OF COPE TRAINEES

Christ Child Settlement House
608 Massachusetts Avenue, N.E.....175

Maury Community School
13th & Constitution Avenue, N.E.....50

Community Uplift House
1536 - 6th Street, N.W.....14

Narcotics Treatment Administration
717 - 50th Street, N.W.....16

YM-YWCA Center
745 - 50th Street, N.E.....5

These "satellites" strengthened the operation from several aspects:

- proximity to the clientele
- recruitment could be done in communities by local volunteers
- travel for trainees was cut or eliminated
- strong linkages with on-going community programs were established

I. IMPLEMENTATION STAGE

A. Recruitment

The Community Outreach Worker was hired in September to canvass the area of Christ Child Settlement House and recruit participants for the beginning of operations on October 1, 1973. Methods of recruitment at that time included 3,000 flyers distributed in the neighborhood and to area schools, organizations and local churches. Letters were sent to area ministers and businessmen.

A COPE Open House held at the Christ Child Settlement House on October 1, 1973 was planned to introduce the program to the people in the area, but it was not very successful. All staff then engaged in recruiting efforts. Three popular local radio stations announced the Project daily, ranging from 5 to 14 days. Taped announcements were made on two television stations which ran from one to approximately ten days. Local talk show appearances were made by two of the COPE staff members on two different TV stations on November 7th and November 19th. Articles appeared in two leading Washington newspapers, and several papers with limited circulation.

Recruits reported they had responded to:

- COPE contacts -- 53, which included Day Care Centers, PTA's, Operations Sisters United, Churches, Narcotic Treatment Administration, Maury Community School, and Community Uplift House.

- Friends, Neighbors, Relatives (Word-of-mouth) -- 41 (included 27 who were unable to remember original information sources).

- Radio announcements -- 40, Television announcements and Talk Shows --28; Newspapers -- 15.

- Flyers -- 3

This represents 225 of the 260 participants; data regarding the other 35 are not available.

B. Instruction

The Operation COPE instructional staff consisted of five part-time para-professional tutors, one part-time nutritionist, the Family Skills Coordinator and the ABE Coordinator. In addition to teaching typing, the Family Skills Coordinator was responsible for the coordination of the operations of the sewing, arts & crafts, and typing sessions. The ABE Coordinator's duties included the development of materials in reading, and mathematics; the development of outlines to integrate ABE into the family skills classes; and the training of tutors. Sessions were held for tutors in lesson planning and record-keeping.

Upon entering Operation COPE, the prospective enrollee would complete the Participant Registration Form. Classes were scheduled for two hours, twice per week. There were both day and evening sesseions to accommodate working mothers. The following chart outlines the amount of instructional time spent by participants:

NUMBER OF COPE TRAINEES AND HOURS OF INSTRUCTION

Number of Instruction Hours	Number of COPE Trainees
1 - 10 hours	122
11 - 25 hours	37
26 - 50 hours	37
51 - 75 hours	27
76 - 100 hours	21
101 - 125 hours	3
126 - 150 hours	7
151 - 175 hours	3
n.r.	3
TOTAL	260

Average = 31 hours

In addition to regular classes, participants engaged in special events such as a Spring Bazaar and a trip to Burlington Industries in New York City.

C. Retention

The attrition rate throughout the project fluctuated, having its highest point between December 1973 and January 1974. Further:

22 . . . found employment. A few of this number indicated that Operation COPE had contributed to this.

8 . . . moved on to other programs.

19 . . . indicated that they were unable to continue participation in the project because of illness in their respective families.

32 . . reported inability to attend because of "family responsibilities."

48 . . . found that the program did not meet or hold their interests and withdrew voluntarily.

86 . . . approximately one of every three found the program interesting, sustained participation, and are classified as having completed the Operation COPE program course.

In addition to the above, there were 45 with whom all contact was lost.

Operation COPE planned to handle 180 women. By the end of the year COPE had touched 260.

II. REFLECTION STAGE

The experiences encountered during the first year of operation (FY 1973-74) form the basis on which inferences can be made which will enable COPE to further effectuate its program.

A. Recruitment

- COPE accepted the recruits who responded to their offer and found that COPE became shaped by the recruits who were older more affluent women than the project planned to have. But it became necessary to repond to those who

were attracted by the sponsors which housed the operation. Only 144 of the 260 participants were in the age group sought - under 35, but these were over half of the participants. Only 27 of the participants were in the undereducated target population with six years or less of schooling. But 169 of the participants were parents, including 29 who were surrogate parents.

- The traditional communication methods were more effective than the use of flyers and the Community Outreach Worker.

- About one of every three of the Operation COPE trainees learned about the project through the mass media. The second largest group--approximately one of every five-learned about COPE through their contacts with other community resources, including Day Care Centers, Churches, and other NCNW activities, as well as those with COPE "Host Agencies," i.e., an agency in which one of the COPE programs was located.

B. Instruction

- There must be clearly defined goals in each instructional component.

- A project of this nature should be amenable to continuous participant evaluation, which contribute to the COPE objectives, and provide insight into the strengths and weaknesses of the project while there is time to put the findings into meaningful use within the project itself.

- In order to make an impact on participants, part-time tutors must have the support, guidance, and training that can be supplied by full-time Master Teachers. This is the most difficult level of adults to teach and it requires trained personnel.

C. Retention

- Materials in these curricula which COPE found and used failed to be relevant to the personal interest of the target group, thus leading to a decrease in retention.

D. Administration

- The purpose of integrating ABE with "coping skills" is not a task to be accomplished without skills, understanding, theoretical knowledge and experience. This suggests the requirement that the innovations, that

experimental approaches be devised, tested and applied by trained professionals. The question has been raised as to the deployment of staff within COPE; whether its purposes could not have been accomplished more readily if the direct responsibility for the desired integration--ABE and "coping"--had been carried by the professional staff, utilizing para-professional staff as trainees, aides, and tutors. This need for training and experience pertains not only to the teaching and other direct services but to the administration of the project as a whole. Unless this is sound and competent, a project of this nature would seem to have little chance of realizing its potential.

- If this project is to be a research project to be replicated emphasis must be on process rather than results.

III. MODIFICATIONS

Throughout the first project year, many modifications were initiated. There was a major turnover in staff and changes made in the positions. The Director became seriously ill and resigned in April 1974.

The experiences of COPE's initial year of operation dictated that major programmatic modifications were warranted for FY 74-75:

- The importance of experienced, trained staff
- The necessity for clear indentifications of target group
- The assessment of participant progress
- The necessity of tapping resources from within the National Council of Negro Women
- The establishment of training/briefing conferences for all personnel
- The necessity for systematized reporting procedures; improvement of communications
- Greater attention given to the selection of sites

In addition to these observations, staff is aware of modifications needed in other areas:

- Establishment of a built-in evaluation component
- Necessity for more organization in the Project in terms of management

- Necessity for Master Teachers to spearhead the ABE component
- Greater utilization of linkages for supportive services
- Development of a work product
- Effective use of an Advisory Committee
- Greater steps toward the development of a model which can be disseminated

IV. INTERAGENCY LINKAGES

During 1973-74 year our primary linkage has been with the District Division of Adult and Continuing Education, and the future should see a furthering of that relationship, as well as with selected local organizations and agencies.

CCPE intends to retain and strengthen all of these linkages while seeking other relationships that will bolster its program by sharing information, referring clientele and otherwise lending support.

PHASE II FOUNDATION

WHY COPE IS NEEDED -- In the Nation

During the last two decades there has been a rapid growth in the number of families in the United States headed by women. Between 1960 and 1970 these families increased by about 1 million and between 1970 and 1973 they increased by another one million.

Between 1955 and 1973 the number of families headed by women increased 56 percent, from 4.2 million in 1955 to 6.6 million in 1973. White women in 1973 made up 71 percent of all female family heads while black women comprised 28 percent. Yet Negroes or blacks are only 11 percent of the population. White families with female heads as a proportion of all white families in 1973 was 10 percent, while Negro families with female heads represented 35 percent of the Negro families. Also, of the 2.4 million increase of all female-headed families since 1955, about one million, or 44 percent, were Negro families.

Between 1960 and 1973 the median age of women who headed families declined about 5 years. The Negro female head is 9 years younger than her white counterpart.

Nearly a third of the Negro female heads of households had their education limited to elementary school, 8 years or less schooling in 1973, but only 16 percent of these younger mothers (under 45 years of age) had this limited schooling.

The median income in 1969 for white families with female heads was $5,636 and $3,414 for Negro families with female heads.

Families headed by women have become a greater proportion of all low-income families--23 percent in 1959, 43 percent in 1972 and 45 percent in 1973. In 1973 families headed by women accounted for 64 percent of the low-income black families and 37 percent of the low-income white families. (In 1973 the poverty threshold was $4,540 for a nonfarm family of four; it was $4,275 in 1972 and $2,973 in 1959). In 1970 about 56 percent of all poor black families were headed by women; by 1974 the proportion had grown to 67 percent.

In the District of Columbia

A look at the black families in the District of Columbia shows:

28.7% headed by women; these families contain
58% of the black poor, and
78% of the poor, black children

Phase II Goals

A new director of Operation COPE, Edmonia W. Davidson, Ed.D., was employed August 1, 1974. Meetings with an ad hoc Advisory Committee chaired by the First Vice President of the National Council of Negro Women, the project monitor and the staff who had been involved in the operation during the past year made clear the need to:

A. Define the target population

B. Find a location for the Family Learning Center which would serve as a laboratory for this Adult Basic Education project

C. Expand the system of coping education to enable the under-educated mother to reenter the learning process with her own initiative and to become an independent and continuous learner.

D. Develop a staff of master teachers and para-professionals who:

- understand the population to be served and learn how to relate to them
- are able to structure a program and design a curriculum based on the expressed needs of the learners
- emphasize their function of helping mothers learn to cope better with their problems
- learn to use team teaching and to use problem-solving as a method
- become familiar with the existing published curriculum materials which might be useful and with the local ABE programs in operation in the District of Columbia
- engage in continuous evaluation of the program
- cooperate with the community coordinator so that all participants utilize needed community services

E. Expand interagency linkages concerned with services, employment and business opportunity to serve the total family unit

F. Develop an advisory committee which includes COPE participants as members

G. Develop a program for recruiting, training and placement of volunteers to work with the ABE program. This would be the focus of work in the Council House, still greatly damaged by fire, but after renovation to be known as the Bethune Family Learning Center in honor of NCNW founder, Mary McLeod Bethune.

H. To refine the COPE process through research and evaluation so that it may be useful to other educators

In addition, Operation COPE was to develop two models of a family learning center in 1974-75, one at Stanton Dwellings, a public housing project in the Anacostia section of southeast Washington, D. C. and Bethune Family Learning Center, at 1318 Vermont Avenue, N.W., located in a changing area in the inner-city where new high-rise apartments are displacing low and middle-income residents.

Family Learning Center programs for low-income mothers who are heads of households should aim to help these mothers understand the family as an educative system, as a child's first instructor and her pervasive guide, which involves the education of children by parents, the education of parents by children, the education of siblings by siblings, the education of parents by parents, and the relationship of the family to the wider society. The family as educator takes account of the continuous process of change and development within the family both for adults and children. The family as an open system with a multitude of external influences helps mothers understand their need to understand the society for their own sake as well as that of their children.

Many of these disadvantaged mothers have had very limited exposure to participation in organizations or experiences which help them understand the economy or the society. Functional education in the present age requires a new politics and a new pedagogy, both aiming at participation, simplification and demystification. To understand tools, processes, and institutions requires extensive practice in using tools, acting through institutions and being involved in processes. Action richness requires a re-formulated education which involves theory related to action such as learning to plan by planning, learning to be responsible by understanding the process and taking on responsibility. Our complex world needs a planned curriculum of demanding challenges and a wise pedagogy to guide students through them. Education should be intimately related to action.

Education involves interaction between a person and the world. Education should provide increased awareness and conscious behavioral change by an individual actively engaged with an environment. The teacher can facilitate this interaction. Individuals learn by active pursuit of their interests and purposes, by meeting the challenges an environment poses for them. Interests, purposes, and challenges are met according to the learner's perception of them. Teachers of adults understand that a curriculum divorced from action is ineffective education. The family is an arena in which the range of human experience can take place. So can a variety of educational encounters ranging from conscious systematic instruction to repetitive, moment to moment influences as the margins of awareness increase.

Essential Program Elements

In order to achieve its stated Phase II goals and overall goals, the COPE program must include the following:

1) Recruitment -- At Stanton Dwellings this was done in cooperation with the voluntary community organization structure--to respect and strengthen it. Mrs. Mary Burner, as an official of the Community Board, distributed leaflets in the mailboxes of residents and talked with many individuals and small groups to encourage residents to join. Mrs. Betty Caesar, administrator, talked with many prospective participants and encouraged them to join. After the program began additional recruitment was done by the COPE staff making home visitations.

   Recruitment for the Bethune Family Learning Center involved utilizing community organizations, radio, television and the press as well as door-to-door canvassing in the Model Cities area in which Bethune is located, the Shaw area.

2) Counseling -- Staff members interviewed enrollees, tested them, recorded their choice of areas of study, class time, and helped make a schedule of classes. Emphasis was placed on helping the enrollee achieve her goals.

   None of the staff were professional counsellors but master teachers had had at least one graduate course in counselling. All staff received in-service training in counselling.

3) Climate -- Although the rooms at Stanton Dwellings were so small that no more than ten women could be accommodated in one room at one time, this disadvantage was used to encourage informality and a spirit of mutual helpfulness. Each participant was encouraged to be involved in planning and evaluation of her program. The spirit of competition from past school activities was gradually replaced by a spirit of cooperation.

   COPE classes were from 9:30 A.M. to 3:00 P.M. Monday through Thursday. Lunch was from 12:00 to 12:30. Skills classes met either mornings or afternoons and had laboratory work in the alternate period. The Reading and Math Clinic was open from 9:30 to 3:00 each day for individualized instruction. A mother could adjust her attendance to meet her family or work schedule needs.

4) Team Approach -- Encourages a coordinated approach in meeting the mothers' needs. A master teacher and a para-professional worked together to develop lesson plans in the skills subjects and evaluation of the competence of learners. Participants, master teachers, and para-professionals engaged in planning, selecting goals and materials so that each may know what the other expects. Participants were encouraged to go at their own rate of speed in learning but they did learn much from each other.

5) Curriculum -- The curriculum was to be developed based on the goals of the mothers. The problems of these mothers were to be identified as the mothers perceived of them and curricula and strategies developed for dealing with them.

Reading and computational skills will be taught through job skills, consumer and parent education and other subject areas which help the mother cope with her present environment and expand her choices. A wide variety of curriculum materials for grades 0 through 8+ will be available for the use of teachers. A Reading and Math Clinic will offer individualized instruction; most of the equipment is self-instructional.

6) Referral -- The COPE staff educates, counsels, and refers interested mothers to other available community services including job training and placement agencies, to GED programs. COPE establishes relations with community organizations and agencies which help meet the need of these kinds of mothers for health services, food stamps, welfare checks, the police and others.

7) Community Linkages -- A portion of COPE success can be achieved through the cooperation and support of many people and agencies. This will enable COPE to become a focal point in the community for adult basic education. Cooperation with the District of Columbia Public Schools Adult Education Program, the Association for Supervision and Curriculum Development of the National Education Association, the Washington Council of Churches, the Department of Human Resources, and the Department of Research and Evaluation, D.C. Public Schools as represented on the COPE Advisory Committee, the National Capitol Housing Authority, and a staff of volunteers from the District of Columbia representatives of National Affiliates of the National Council of Negro Women, will continue to make functional a high degree of community relations.

8) Staff Development -- The purpose of staff development is to produce more effective instructional strategies, curriculum material, and human relationship techniques for teaching and counselling these mothers who are heads of households in a stimulating learning environment and to train competent para-professional adult educators.

9) Research and Evaluation -- Is based on a continuous assessment by teachers, para-professionals and mothers with the teachers serving more as guides to the learners in sequencing skills and related teaching materials and techniques used for successful learning outcomes. The curriculum is to be continuously evaluated and adapted by the staff and a final evaluation is to be performed by an outside evaluation team from Research and Action.

Registration for classes was undertaken the first week in October 1974 and the COPE facility was opened October 15, 1974.

A total of 110 mothers enrolled in the Operation COPE project in its second year. Of this number, 84 mothers enrolled at COPE's Stanton Dwellings Family Learning Center and 26 enrolled in the Bethune Family Learning Center. Twenty-eight of these enrollees were not considered as participants in the program because they attended classes less than four times.

There were 82 enrollees who actively participated in the COPE project; 64 were participants at Stanton Dwellings Family Learning Center and 18 were participants in the Bethune Family Learning Center.

PHASE II IMPLEMENTATION

Two family learning centers were to be developed, one at Stanton Dwellings in a public housing project and one at Council House, 1318 Vermont Avenue, N.W. The Redevelopment Land Agency was in the process of restoring Council House and promised occupancy of the building on May 15, 1975. When it was clear that this was impossible, COPE rented Selden-Thomas House, 2011 - 13th Street, N.W. from May 15 to June 20, 1975 to conduct its program in a nearby location. Finally, classes were conducted at the Bethune Family Learning Center from June 23 through June 30, 1975. COPE operated in spite of the handicaps, of the small size of classrooms at Stanton Dwellings and the uncertainties surrounding Council House, which made necessary the holding of programs for the training of volunteers to be held in locations furnished by the D. C. Public School Adult Education Program, and at Selden-Thomas House before Bethune was ready for occupancy. These adjustments demanded a high degree of flexibility in the programand a high degree of cooperation which ultimately benefited both programs.

BACKGROUND

Stanton Dwellings has 881 public housing units; 80 percent of these units are occupied by households with female heads. Establishment of a cooperative relationship with the administration of Stanton Dwellings and the National Capitol Housing Authority was made by COPE in mid-August 1974. Preliminary recruitment for the COPE program was initiated in August 1974 at Stanton Dwellings to determine the feasibility of finding the target population characteristics. A leaflet about COPE was put in the mailbox in each of the 881 units . From returns of the leaflet it was determined that the educational achievement level of less than six years was un-realistic for this population. Consequently, the educational level for participation was changed to less than 8 years as measured by a standardized achievement test in reading and arithmetic.

COPE arranged with Mrs. Betty Caesar, Administrator of Stanton Dwellings, to utilize five rooms rent free in a building which contained three adjacent housing units. The building had been released by the National Capitol Housing Authority to become the Youth and Community Center at 1854-56-58 Alabama Avenue, S.E. under the direction of Mrs. Mary Burner, a resident of the project. The units were separate on the first floor but two doors had been cut on the second floor to permit the use of the three housing units as one building. Two first floor rooms housed the director's office and a modified day care program called the Tiny Tot Learning Center. It could not qualify as a day care center for the space was too small, no food was served, and it was directed by a volunteer because no money was available for employed staff. A youth program operated after school under the direction of Mrs. Burner. In one of the first floor rooms, COPE put a kiln for firing the products of the Arts & Crafts class. This building was used as a multi-purpose facility.

ESSENTIAL PROGRAM ELEMENTS

RECRUITMENT

Clearly COPE was committed to the development of a program which had as its objective the growth and development of low-income mothers who are heads of households utilizing the process of problem solving.

1) The initial flyer invited mothers "to try to solve your problems by helping design a program to meet your needs." This was an important approach with low-income mothers who are often viewed as dependent because many are on welfare, but they tend to see themselves as responsible, self-directing independent personalities who have the ability to run their own lives as do other responsible adults. In this program a climate of mutual respect was fostered and the learning situation was friendly and informal.

Mothers were helped to diagnose their own needs for learning and to be involved in planning and conducting their own learning. In the initial flyer, prospective participants were asked to give some background information about themselves as well as topics which interested them.

2) In a meeting with the mothers they were asked to choose areas of interest as well as the time for scheduling classes.

3) Mothers accepted in the program were invited to register by answering the Student Information Survey Form. Many additional questions were asked which served as the basis of a case study. Mothers were told they were asked these questions by their teachers in order to be better prepared to teach them, and that they could ask their teachers these same questions as well as any other questions which they thought might help them better understand their teachers.

This third step of the registration of the mothers also involved the mother in taking the Individual Reading Placement Inventory, Form B by Edwin H. Smith and Weldon G. Bradmueller, published by Follett Educational Corporation and the Math Placement Inventory by Joseph B. Carter, Raleigh, North Carolina and the assignment to the class schedule of their choice.

The school day was organized in accordance with the expressed wishes of the mothers:

a) That classes should begin at 9:30A.M. in order to give the mothers the opportunity to get their children off to school and to "straighten up the house" before they were expected at school. They wanted school to close at 3:00P.M.

so they could be at home when their children returned from school. They wanted one day a week free, Fridays. Teachers remained at school from 3:00 to 4:30 P.M. for conferences with students, making lesson plans, marking papers, or making home visitations for retention or recruitment. Fridays were spent by teachers in reporting results of the week's work and in staff development.

b) The areas of interest of the mothers under 36 years of age showed that the largest number, 26, were interested in typing and the second largest number, 20, were interested in sewing. Eleven were interested in Reading and 11 in Arithmetic; and 11 were also interested in Home Interior Decoration. Nine were interested in Consumer Education, 8 in How to Help My Child with Homework, and 7 in Job Training. The choices indicated appears on the following page.

Arts & Crafts and Home Interior Decorations were combined to make a class of 14, Nutrition, Family Health and Consumer Education were combined to make a class of 15. Classes in Parent and Child Education and in Government and Community Resources were organized but after several weeks they were too small to continue independently.

Participants wanted a variety of information but after several weeks of operation it became clear that Sewing and Arts & Crafts were their major interests. In the Sewing classes enrollees began discussing consumer problems and health problems and not attending the Consumer Education class. Consequently it was decided to keep the mothers in Sewing classes and to feed Consumer Education, Parent and Child Education and Government and Community Resources into the Sewing classes. Team teaching was used to integrate these areas and the method used was problem solving.

4) The applicants who met target population requirements were interviewed and accepted. There were 48 applicants who enrolled in the first three months of the program. Of these, seven never attended; they had problems such as a sick child, children under two years of age and no baby-sitter, etc. There were five who attended classes only from one to three times; of these, two secured jobs, one dropped because of an attempted burglary of her house, one because of no child care for children under three years old, one because of lack of funds to buy materials for the Arts & Crafts class. During the period October 15 to December 31, 1974, 36 mothers attended regularly, but nine mothers dropped out; one because her house was burglarized, one secured a job, one joined the OIC program, one wanted better typewriters, one said the classrooms were too small, and three had problems with their children.

CHOICES INDICATED IN AREAS OF INTEREST BY

STANTON DWELLINGS APPLICANTS

35 Years of Age and Under, September 11, 1974

Areas of Interest	No. of Choices
Consumer Education	9
Nutrition	2
Sewing	20
Reading	11
Arithmetic	11
Arts & Crafts	3
Home Interior Decoration	11
Family Health	4
Community Resources	2
Little Folks Have Problems Too	2
Typing	26
Cooking	3
Community & Government	3
How to Help My Child	8
Planned Parenthood	1
Job Training	7
Other	2

TOTAL: 125

NOTE: Applicants checked off more than one area of interest. (39 applicants)

COPE PARTICIPANTS

Sixty-four mothers enrolled in COPE and became participants in the Stanton Dwellings Family Learning Center; 52 were under 36 years of age and 12 were over 36. There were 18 mothers under 25 years of age, 32 were between 25 and 34 years old, 10 were between 35 and 44 years old and 4 were 45 years old or older. Over 81 percent were within the target population. These 64 mothers had a total of 198 children; 62 children were under 6 years old, comprising a pre-school population. Of the largest number of children, 80 were of elementary school age, between 6 and 12 years of age. There were 38 teenagers between 13 and 18 years old and 18 children over 18 years old.

There were 43 mothers with 1 to 3 children; in these small families were 89 children. Sixteen mothers had larger families, with 4 or 5 children; 69 children were in these large families. But 5 mothers had 6 or more children, comprising the largest families with a total of 40 children. These 21 large families of 4 or more children required special attention as did the 15 families with children under 3 years of age. Eighty-six percent, of the mothers were heads of households; 33 were single, 16 were separated, 9 were married, 5 were divorced and 1 was widowed.

The highest school grade completed by these mothers showed 6 had achieved only the 7th grade or below, 5 had completed the 8th grade, and 9 had completed the 9th grade. Thus 19 mothers had their schooling limited to the junior high school or less. Another 24 of the mothers had attended senior high school but had not graduated; 20 had graduated but did not enter college. One had attended college.

Mathematics was the weakest subject for these mothers; 18 had their skills limited to the primary grades 1-3; 24 performed at the 4th grade level and 20 at the 5th grade level. None achieved scores above the fifth grade.

Their reading achievement was much higher. Although 9 mothers achieved only primary grade (1-3) levels in reading, 10 achieved 4th grade, 10 achieved 5th grade and 7 achieved a sixth grade level in reading. The highest reading scores were at the 7th grade level with 27 mothers achieving this.

Seventeen of the 18 mothers who participated in the Bethune Family Learning Center were under 36 years old. These mothers had 56 children, 21 pre-school children under 6 years old, 21 between 6 and 12 years old in the elementary school age, 12 between 13 and 18 years old and 2 over 18 years old.

There were 11 Bethune mothers with small families of 1 to 3 children, 4 mothers with 4 or 5 children and 3 mothers with 6 or more children. Of the 18 mothers 16 were heads of households. Six were single, 8 were separated, 1 was divorced 1 was widowed and 2 were married.

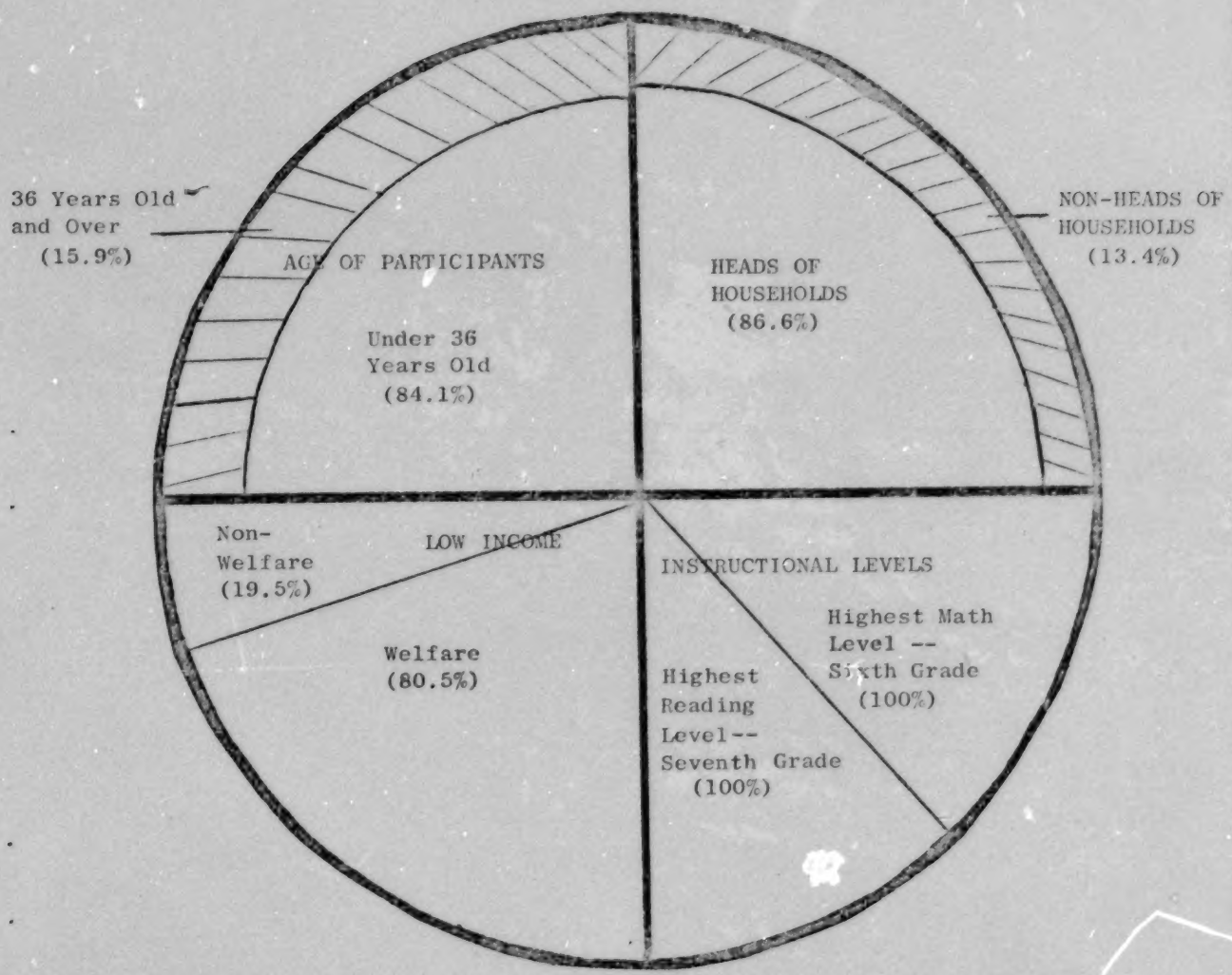
The highest school grade completed showed 3 with 8th grade and 1 with 9th grade completion. Seven had completed the eleventh grade and 7 had graduated from high school.

Placement tests in reading showed one mother at the 2nd grade level, one at the 4th grade and 2 at the fifth grade level; 12 were at the 7th grade level. In math 2 were at the 2nd grade, one at the 3rd grade, five at the 4th grade and 7 at the 5th grade level. One achieved the 6th grade level; none achieved a higher level.

COPE's target population was mothers who are heads of households, less than 36 years of age, low-income and with school achievement less than 8 years as measured by standarized tests in reading and mathematics.

All of the mothers were low-income, 80.5 percent were on welfare; 80.4 percent were less than 35 years old, 84.1 percent were under 36 years old, 86.6 percent were heads of households, 28 percent had achieved only elementary school and some junior high school grades, 72 percent had attended high school or graduated but test scores showed all achieved less than 8th grade in reading and mathematics. This was the target population. Over 80.0 percent of the participants met the target population criteria as stated in the proposal in regard to income, age, heads of households and achievement in reading and mathematics.

COPE TARGET POPULATION


36 Years Old and Over (15.9%)
AGE OF PARTICIPANTS
Under 36 Years Old (84.1%)
NON-HEADS OF HOUSEHOLDS (13.4%)
HEADS OF HOUSEHOLDS (86.6%)
Non-Welfare (19.5%)
LOW INCOME
Welfare (80.5%)
INSTRUCTIONAL LEVELS
Highest Math Level -- Sixth Grade (100%)
Highest Reading Level -- Seventh Grade (100%)

COPE TARGET POPULATION:

Heads of Households
Age -- Under 36 years old
Low Income
Instructional Levels Under Eighth Grade

PERCENTAGE OF COPE PARTICIPANTS WHO WERE IN TARGET POPULATION

	Number	Percentage
Total Participants Under 36 years old:	69	84.1
Stanton Participants	52	81.3
Bethune Participants	17	94.4
Total No. Heads of Households:	71	86.6
Stanton Participants	55	85.9
Bethune Participants	16	88.9
Total Participants on Public Assistance:	66	80.5
Stanton Participants (7 were later removed from welfare rolls)	56	87.5
Bethune Participants	10	55.6
READING INSTRUCTIONAL LEVELS:		
Total Participants Reading Instructional Levels Eight Grade and Below	82	100.0
Stanton Participants	64	100.0
Bethune Participants	18	100.0
MATH INSTRUCTIONAL LEVELS:		
Total Participants Math Instructional Levels Eight grade and Below	82	100.0
Stanton Participants	64	100.0
Bethune Participants	18	100.0

COUNSELING

The role of counselor was played by each member of the staff who worked at getting the mothers to engage in decision-making as to how they wanted to go about learning the knowledge and skills which they had identified.

Each enrollee was chosen by a staff member to be the subject of a case study in which all the information accumulated in the enrollment process served as the beginning material. Although one staff person made the case study, information about the enrollee was sought from other teachers about the behavior of the mother in other classes, her achievement, her relation with other mothers and her family relationships. An effort was made to see each enrollee as a whole person and to stimulate her to achieve goals of her own selection. Case studies were added to at the end of the school day and on Friday mornings when staff met. The question of how we shall grow should be answered in terms of interaction between the person and the world, not primarily in terms of subjects to be learned. Education is viewed as increased awareness and conscious behavioral change by an individual actively engaged in an environment. Adults learn by active pursuit of their interests and purposes, by meeting the challenges the environment poses for them. Interests, purposes, and challenges are met according to the learner's perception of them. In this kind of situation the teacher's major function is that of a guide.

An examination of the Student Information Survey showed that 53 of the 64 mothers enrolled in the Stanton Dwellings program had job-related objectives. The vast majority, 82.8 percent, expressed job-related objectives. In addition eight wanted to learn new skills "for personal benefit," two wanted to "keep my mind occupied," and one wanted "to improve reading." (See chart on Job Related Objectives of mothers on next page.)

Since most of the enrollees were interested in jobs, each subject was taught from the point of view of its function in relation to a job. The reading and math taught in the Typing classes related to getting a job as a typist or functioning as a typist. Enrollees played the role of a worker in her occupational choice. Even in classes in Parent and Child Education some emphasis was placed on employment in a program involving work with children, such as in a day care center or serving as a community worker in relation to a school.

This population of mothers disliked taking tests but staff members taught each mother to look at her test paper to make the needed corrections and to understand the basic questions. Enrollees overcame their resistance to teacher-made tests but they never overcame their hostility to standardized tests. All tests administered are scored with the mother upon completion, and interpreted in terms of learning needs.

JOB RELATED OBJECTIVES OF PARTICIPANTS IN COPE'S
STANTON DWELLINGS PROGRAM

OBJECTIVES	NUMBER COPE PARTICIPANTS
To find a good job	4
To upgrade job skills	7
To better self or family situation by acquiring skills which increase employability	10
To learn job skills which lead to employment	18
To be trained in job skills for possible placement through the COPE project	7
To learn more in order to get a job	2
To upgrade job skills by improving reading and math ability	2
To prepare for specialized job training which requires good reading and math ability	2
To learn new skills for self employment	1
TOTAL:	53
PERCENTAGE:	82.8

NON-JOB RELATED OBJECTIVES OF PARTICIPANTS IN COPE'S
STANTON DWELLINGS PROGRAM

OBJECTIVES	NUMBER COPE PARTICIPANTS
To get into a program to keep mind occupied	2
To learn new skills for personal benefit	8*
To improve reading and math abilities	1
TOTAL:	11
PERCENTAGE:	17.2

*One of these participants was employed in a full time position.

A list of tests used in the COPE program follows:

1) Individual Reading Placement Inventory
By Edwin H. Smith and Weldon Bradmueller
Published by Follett Educational Corporation
Chicago, Illinois

2) Math Placement Inventory
By Joseph B. Carter
Raleigh, North Carolina

3) Fundamental Achievement Series
By George K. Bennett and Jerome E. Doppelt
Psychological Corporation
New York, New York

4) Tests of Adult Basic Education
CTB, McGraw-Hill, Del Monte Research Park
Monterey, California

5) ABLE Adult Basic Learning Examination
By B. Karlsen, R. Madden, E. Gardner
Harcourt, Brace and World, Inc.
New York, New York

Enrollees in the COPE program took the Individual Reading Placement Inventory by Edwin H. Smith and W. Bradmueller, published by Follett and the Math Placement Inventory by Joseph B. Carter. These tests were very useful in helping teachers understand the levels to begin work with each student. The Placement level was usually much lower than the highest school grade completed by the mother, and served as the basis for preparing reading and math materials for skills classes. An essential step for this population is to use reading and mathematics in the solution to problems of everyday living and in problems related to work. This had not been done in the educational programs in which the mothers participated prior to their entry into COPE.

In the Reading Clinic various individualized materials were used including the SRA kits. The Fundamental Achievement Series by George K. Bennett and Jermoe E. Doppelt was very useful in helping students understand tests which involve real life problems such as ordering food in a restaurant and locating residents of apartment houses. But the majority had been so turned off by standardized tests that they refused to take them for the necessary periods of time. Part of the TABE test and of the ABLE were administered to students in small groups. It was clear that these tests were less appealing to the learners, the questions are more abstract. These mothers doubted the value of the regular school program for themselves for they had not been able to put their knowledge to use. Some mothers were graduates of high schools, but their ability to use their knowledge in the solution of problems was very limited, elementary. They expressed joy in learning when they could put their new knowledge to use.

Mothers were evaluated on their performance in other ways than on tests, such as in the making of garments, in the making of candles, ceramics, tie dyeing, block-printing, batiking, dealing with children, participation in the community, cooperation with the schools and in the use of community resources, and in passing the Civil Service examination as a typist.

Although COPE mothers said they wanted to get jobs, they became very fearful in 1974-75 when unemployment increased rapidly. They want a permanent job such as a government job. They want the job not only to be permanent but one which pays enough for them to afford 2 or 3 bedroom housing such as they now occupy at low cost, in the private housing market. Those who are on welfare want a job but they want assurance of their immediate return to the welfare roll if the job is terminated. Their objectives are clear: they want a permanent job, to move out of public housing and to get off welfare.

CLIMATE

The atmosphere at COPE is bright and cheerful and lets the mother know she is welcome. Every staff member is friendly and knows each mother by name. Relationships are relaxed and informal but enough formality is retained to keep class activities stimulating. The classrooms have tables at adult heights with materials to be used as typewriters, on tables at adult heights and chairs for adults. Books can be borrowed by a mother if she writes her name on the list and indicates the name of the book she is taking. Some materials are kept in the classroom, such as SRA kits, and are not permitted to leave the center.

The program is flexible so that a mother who finds she cannot attend a class in sewing one morning may join some class members in their afternoon laboratory period or can join the class in sewing the next day. This flexibility, joined with the staff effort to meet the needs of mothers when they arise, contributes to a feeling of helpfulness in a place to learn. There is an atmosphere of permissiveness born out of necessity. Since the Tiny Tot Learning Center can not accommodate all of the children of COPE mothers, some of the children come in class with their mothers when no other arrangement about child care is possible.

TEAM APPROACH

A team is composed of a master teacher, a para-professional and sometimes a volunteer. The staff member who is making a case study of the mother presents the background, interests, objectives and test results to the team for discussion and recommendation before an individualized instructional program is made. The staff member makes a cumulative folder for use by the instructional team and another for the central file. A copy of the case study is placed in the central file and is added to regularly. The team uses a conseling helping relationship approach toward achieving the following goals. Teams met daily in preparing for and conducting instructional activities but all teams met once a week, on Friday mornings, to:

- provide feedback about tests, about what the mother had learned, and about what had been learned about the mother and her family during the week.
- to discuss learning needs and instructional strategies for the individual learner.
- to exchange information about materials and methods with other teams.
- to identify absentees and follow-ups for retention
- to discuss new recruitment

All members of a team are familiar with the goals of each mother in a class, and plan toward helping the mother achieve her goal. Team members also help the mothers set new goals - both long-range and immediate. Teams work to improve not only the education of the mother but also to develop her personal and social consciousness. The team approach in which staff members work with each other in order to work with each mother is a major reason for the success of Phase II of COPE.

COPE's teaching staff was comprised of a master teacher for typing who worked with a professional teacher of sewing; a master teacher in charge of the Reading and Math Clinic who worked with the para-professional teacher of Arts & Crafts, and a community coordinator who taught classes in Parent and Child and in Government and Community Resources.

Administrative responsibility rotated each week until each staff member was fully aware of the process. Then the responsibility became that of the Community Coordinator. Later when a master teacher in Arts & Crafts was added, the master teacher in the Reading and Math Clinic became the administrator. The Community Coordinator had to be free for that task half of her time.

THE CURRICULUM

The curriculum developed was based on the expressed needs of the mothers and their situations as well as on the roles which they must play. In their families they must perform the role of mother and father, of teacher of children as well as learner from their children, as provider for the family, as cook, housekeeper, finance officer and many other roles as well as the wage-earner role to which many of the mothers aspire. Mother as role-model for her child, in helping her child to understand life and what it takes to make one feel good about herself and her self-image, are important in the curriculum for it involves the value system of the mothers.

Some of the values shown by many of these mothers included a strong desire for male companionship. They believed the dream of the soap opera, that a man would soon marry them, a man able to take care of them financially so they would not have to work. They justified having a "boyfriend" while they were on welfare, "because if I didn't have a boyfriend, I counldn't make ends meet." They want to believe the boyfriend contributes financially to the family, when the truth is in many cases the family contributes to the boyfriend who eats the best food while the children get the leftovers. It is normal for a woman to want male companionship and a husband, but there is need to be realistic about the economy, about the wages men make at their jobs and about their annual incomes in relation to their responsibilities. Understanding that two incomes are necessary in most low and middle income families and the need for the wife to work involved many kinds of discussions in order to relate it to reality for these mothers.

Although these mothers had low-income, some had middle class values. Some had values similar to that of the counter culture. Many had become pregnant when they were students in junior or senior high school, and consequently never graduated from high school.

Younger mothers had no feeling of shame about having borne children out of wedlock, in contrast with older mothers. Most were hedonists; they wanted their rewards now. In contrast with older mothers who said they didn't "make it," but would be content if their children "made it," these mothers want their rewards now, and before their children. For instance in the sewing classes they chose to make Christmas dresses for themselves first, and clothes for their children later.

Several mothers told about how strict their mothers had been with them, but they rarely corrected their own children. It seemed that they rejected strict control of children and accepted permissiveness without limits. Helping them to define the limits and to build structure in a plan of child development was an ever on-going process.

The self-image of the mother played an important part in the curriculum for each mother was encouraged to develop a plan for her own development.

One difficulty was in getting some of the mothers to express themselves. It is understood that depression is the root of what appears to be individual apathy, even laziness and community decay. This is caused by an environment which denies people a sense of power and competence. It was important to convey to these mothers that the COPE staff had confidence in them to achieve whatever they set out to do. The objectives were reality-related, not vague and ill-defined.

Too many of these solo mothers are preyed upon by black males seeking to enjoy a sense of adequacy through sexual and social exploitation of black women. At the same time these black women cannot enjoy even the low level of gratification that comes from a sexual and social exploitation of others.

These mothers evidenced great interest in having comfortable, attractive homes for this is where they spent their money. Most had attractive living rooms with color television or stereo-component sets. Most homes are neat and clean. In fact so much emphasis had been placed on their homes that few showed evidence of concern with their personal appearance by wearing clean, attractive clothes and practicing good grooming on a daily basis.

Most of these mothers had worked at low-paying, menial jobs and knew they were not qualified for high paying jobs. Many said they joined COPE because they thought the program could help them learn new job skills or to improve their present skills. Some of them lacked the drive and perseverance necessary to achieve this even with constant day to day help. These had a low self-concept which was difficult to change. Some felt demeaned and degraded by the misinformation, the bureaucratic red tape and the holier-than-thou attitude of conselors and social workers who handled their cases in the Public Assistance Office. Many felt hostile to the welfare system because they felt they were not regarded as humans with problems, but as inferior rejects from the system.

Curriculum and Materials Developed

The curriculum at COPE was developed based on the expressed interests and needs of the learners.

The skill subjects which the learners wanted were typing, sewing and arts and crafts. Participants accepted the concept that they would be taught these skills in ways which would equip them to be employed, but that COPE had no job placement and made no promise of a job to the participants. They would be taught, however, in ways which would enable them to be eligible for employment if they so desired.

Reading and mathematics are a part of each skill subject class meeting, but it is related to the function of the skill, to the solution of a problem related to the skill. Gradually subjects were integrated with the sewing classes which took on the atmosphere of homemaking and sewing.

There is a Reading and Math Clinic for individualized instruction. Participants join the clinic when they become aware they need this kind of help.

Movies, slides, filmstrips and field trips are used effectively in the teaching at COPE. One program emphasis was ways in which parents and children can work together, can learn together. The mothers feel the need to be able to help their children with homework from school.

Field Trips

Field trips were significant in the experience of the mothers. The sewing instructor took the group to see clothes in the process of being made at the T. I. Schwartz and Sons in Baltimore, Maryland. Mothers saw at first hand the cutting of cloth, basting, sewing and pressing involved. This was the first time many of the mothers realized the commercial application of the steps they were being taught in their sewing classes.

In a trip to New York City, the sewing instructor arranged for COPE participants to visit the Mill at Burlington House, 1345 Avenue of the Americas to see "the operation of many textile mills under one roof," how fibers are made from the raw materials of nature, and some of the ways in which textiles serve man. The same day COPE participants toured the Simplicity Pattern Company, 200 Madison Avenue where they saw the film "I Made It Myself" and toured the pattern-making department, the home sewing department where the garment is made up according to the directions that will be given on the guide sheet, the grading department where the measurements are made for the various sizes, the primer department where the guide sheet is written and illustrations drawn for the pattern envelope, and the computer department where the pattern is drawn by computer.

The class went to shops in downtown Washington to select materials for their garments. Field trips to places in Washington, D. C. significant in learning about the history of Negroes in the United States included the Anacostia Museum, the Anacostia Library, the Frederick Douglass Home, the Museum of African Art, and the Martin Luther King Library.

The Arts and Crafts classes visited the retail and wholesale suppliers of materials used in the classes where they selected forms and materials for class use as well as retail outlets for the merchandise including department stores.

On the pages which follow, the curriculum in each area is described, the materials used and developed, and evidence of the suitability of the program and materials cited.

SEWING FOR MOTHERS AND THEIR CHILDREN

OBJECTIVES

- To develop in the mothers the ability to make sewing functional in their everyday lives.
- To develop in the mothers the ability to distinguish the different types of clothing and the amount of clothing that is needed.
- To develop in the mothers the ability to know the quality of fabrics and how to purchase them.
- To purchase fabrics at discount prices for the mothers to construct garments for themselves and their children without cost to them. This will help them to have confidence that the experimentation of sewing will not require them to risk anything.
- To develop in the mothers the ability to choose clothing that will best suit their personal figure type.
- To develop in the mothers the ability to use certain instruments such as the tape measure, yard stick and seam guide for measurement and pattern adjustments.
- To develop in the mother the ability to read and understand the pattern guide.
- To develop in the mothers the ability to operate and understand the mechanism of the sewing machine.
- To develop in the mothers the ability to sew with such quality to construct garments which can be sold. This will also help to increase their income and give them a sense of worthiness.
- To develop in the mothers the ability to do comparative shopping for clothing and food.
- To develop in the mothers the ability to read the label and understand the contents in the articles that they purchase from the store.
- To develop in the mothers the ability to make menus and shopping lists that will help them realize the amount of money that is actually being spent for their food each month.
- To develop in the mothers the use of the basic food requirements in their meal planning.

Objectives, Cont'd.

- To develop in the mothers the ability to plan a routine schedule of bathing and grooming for themselves and their children.
- To develop in mothers "self-pride" in their appearance and in their ability to accomplish their objectives for enrolling in Project COPE.
- To develop in the mothers the ability to use the proper cosmetics and accessories for grooming.
- To develop in the mothers the ability to dress and present themselves properly when seeking employment.

Achievement of Mothers in the Sewing Class:

- Thirty-five mothers completed garments for themselves, consisting of dresses, slacks, and pantsuits. Mothers made a total of 31 sportswear and casual dresses, 22 after-five dresses, 12 evening dresses, 26 pairs of slacks, 3 sports jackets and 29 pantsuits.

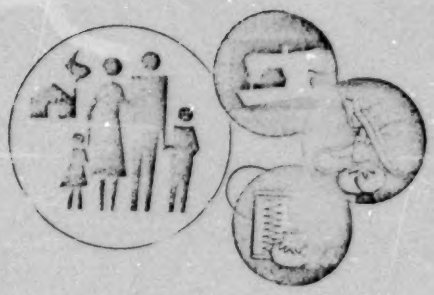
- Twenty mothers completed garments for their children, consisting of dresses, pants and 2 piece suits: 18 dresses, 17 girls' slacks, 2 two-piece boys suits and 12 dashikis were made by mothers for their children.

- Five mothers made men's clothing wear; 2 mothers made sports jackets, 2 made men's shirts and 1 mother made a pair of men's slacks.

- One mother made a pair of drapes and matching furniture throw covers for her household.

- Twenty-one mothers completed 3 or more garments.

- Four students are currently sewing for individuals for profit.



THE WASHINGTON FAMILY AND THEIR CLOTHING BUDGET

A revision of "The Turner Family and Their Clothing Money," PA-853, Division of Home Economics, Federal Extension Service, U.S. Dept. of Agriculture.

Revised by: Laverne Butler, Sewing Instructor
Operation COPE
National Council of Negro Women

THE WASHINGTON FAMILY AND THEIR CLOTHING BUDGET

Mrs. Washington is a 29 year old mother of 3 children; April 12, Eric 9 and Diane 6. She resides in a low-cost housing project in southeast Washington and is the head of her household.

Mrs. Washington works 5 days a week as a clerk-typist in a private law office. Her take home pay is $125.00 per week. Mrs. Washington moved here from Durham, North Carolina, 10 months ago.

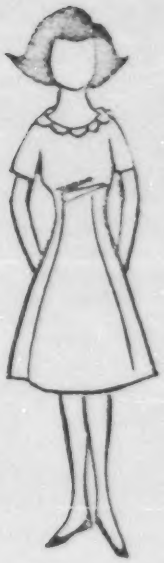
Each month Mrs. Washington is having problems balancing her budget. She wants to attend sewing classes at a nearby Recreation Center to help reduce the cost of clothing for the family.

What else can Mrs. Washington do to help balance her budget?

Rent	$ 25.00	sets aside each week
Telephone	2.50	sets aside each week
Food	37.00	
Lunch	9.00	
Transportation	16.00	
TV & Stereo Payments	7.00	weekly
Clothing	20.00	
Newspapers & Magazines	5.00	
Entertainment	10.00	
TOTAL:	$131.50	

THE WASHINGTON FAMILY

THE MOTHER



29-year-old Mrs. Washington

9-year-old Eric

THE SON

THE DAUGHTERS

12-year-old April

6-year-old Diane

Clothing
Budget

Mrs. Washington's take-home pay is $125.00 a week. She has gone over her budget based upon her salary. What adjustments can be made?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Is Mrs. Washington spending too much on clothing for the family?

Clothing
Budget

Below is a list of the clothing that Mrs. Washington purchased at a nearby Sears & Roebuck store for a period of one season. What would you pay for these same articles?

Mrs. Washington

1 raincoat	@	17.99
1 car coat	@	24.99
2 dresses	@	16.00
2 skirts	@	12.00
2 blouses	@	8.00
3 pantsuits	1@	29.00
	1@	18.00
	1@	16.00
2 pr. shoes	1@	15.99
	1@	10.99
3 bras	@	2.99
3 slips	@	2.59
1 girdle	@	4.99
4 pr. pantyhose	@	.99
TOTAL:		

April 12

1 hooded coat	@	15.99
1 sweater	@	7.99
3 dresses	1@	5.99
	1@	4.99
	1@	12.99
1 jumper	@	12.59
2 blouses	@	4.00
1 pr. shoes	@	8.99
1 pr. tennis shoes	@	3.49
2 slips	@	1.99
5 pr. panties	@	.59
5 pr. socks	@	.39
TOTAL:		

Diane 6

5 pr. socks	@	.39
1 coat	@	12.99
1 sweater	@	4.99
3 dresses	2@	5.99
	1@	6.99
2 skirts	@	3.99
2 blouses	@	2.99
1 pr. shoes	@	6.99
1 pr. tennis shoes	@	3.49
4 undershirts (pkg. of 4)	@	4.29
5 panties (pkg. of 5)	@	1.99
TOTAL:		

Eric 9

1 car coat	@	14.99
1 jacket	@	8.99
5 shirts	@	2.99
4 pr. slax	1@	8.99
	1@	7.99
	2@	5.99
1 pr. jeans	@	4.49
4 undershirts (pkg. of 4)	@	4.99
4 undershorts (pkg. of 4)	@	3.99
5 pr. socks	@	.59
1 pr. shoes	@	16.99
1 pr. tennis shoes	@	8.99
TOTAL:		

ARTS & CRAFTS

OBJECTIVES

- To develop the ability of mothers, to furnish their homes economically, and attractively, using coordinated colors.
- To develop in the mothers the ability to make different objects for their homes and for profit: candles, lamps, wall plaques, terrariums, renovated furniture, clocks, ash trays and accessories, batiking, tie-dyeing and block printing of fabrics.
- To develop in mothers the ability to determine the profit that can be made after purchasing various materials for different objects.
- To develop in mothers the ability to read and understand the directions of making various objects.
- To develop in mothers the ability to operate a kiln properly.
- To develop in mothers the ability to use various color schemes and objects in their homes.
- To develop in mothers pride in themselves and their homes.
- To develop in mothers the ability to function in a job as a tutor or assistant in a recreational center.
- To develop in mothers the ability to cope with problems with their children and their homes.
- To develop in the mothers ideas for solving storage problems that will put an end to household clutter in every room of the home.

Content of Arts & Crafts

- Students were taught the primary and secondary colors and in what ways they can be used to create various color schemes.

- Students were taught how to make candles in various different shapes and sizes. They were taught how to measure the amount of wax to be used for each size candle to be made.

- Students were taught how to operate a kiln which is used for the making of ceramics. The instruction booklet was used to help the student understand the complete operation of the kiln and its function. It contains information on what cones to use for the firing of different colored objects.

- Students were taught how to make plaster of paris objects from molds. Each student was asked to write a story concerning the object that they were making such as "The Praying Hands." This was done to show the students' creativity and writing ability.

- Students were taught how to make old furniture into antique and repaint on old paint.

- Students were taught how to make tie-dye and block printing on plain material and sew them into dresses and blouses.

- Students were taught how to paint and decorate a room on a low-cost budget.

- Students were taught how to make new lamp shades for their lamps and how to make lamps and wall clocks at a very low cost.

- Students were taught how to construct new rugs from remnants of discarded rugs.

- Students were taught how to sell their objects for profit-making and to buy material at wholesale and retail prices.

Materials Used

- Various materials such as a series of booklets entitled American Handicrafts were used to help the students understand and follow instructions after they were read aloud in the class. Creative Candlecraft by Joan Ann Unger (Grosset and Dunlap, 1972) was used in teaching candle-making.

- Math was used to help the students determine the profit which can be made from the articles they have constructed, such as the purchase of greenware at $1.00, the price of paint at .85¢ and the length of time it took to create the object, such as 4 hours at $3.50 an hour.

Achievement of Mothers in the Arts & Crafts Class

- Five students made a total of 16 ceramic lamps and one made a driftwood lamp. They were taught how to buy electric wiring and to measure what size pole to use and how to put a light fixture in a lamp. One person who made 5 lamps sold 2 of them. They were taught the cost of making each lamp, the amount of time they spent on each lamp, and to compute the cost.

- Twenty-six students made wall plaques out of plaster of paris for home decoration and profit. They were taught how to measure one part plaster of paris, one part water, and how to read the directions on how to make a perfect mold. Seven students made 15 to 20 molds, 19 made 6 or 7 molds. Students sold about 3/4 of the molds they made.

- Twenty-six students made candles. They were taught how to make a 4-inch candle or a 12-inch candle according to measurements, what amount of wax is to be put in a candle, and what temperature wax to add to the stearine, the cost of each candle, the retail price of the candle, and what profit each candle brought.

- Twenty-six of the students made ashtrays and vases. Three students made 1 ashtray, two made 2 ashtrays, two made from 6-8 ashtrays and lighters, and 19 made 3-4 ashtrays and lighters. Approximately 12 students sold most of their ashtrays for profit; some gave them as Christmas or birthday gifts. They were taught how to buy greenware and paints at a low cost. They were taught how to read a label and understand the contents of various paints for the purpose of avoiding lead for articles that will be used as a food or drinking container.

- Two of the mothers were pregnant. Each made a lamp for her child's room. They were taught how to read instructions for assembling the electric works.

- Seventeen of the students made tie-dye, block print, and batik dye fabrics in class. They were taught how to measure the dye and read instructions on the dye label, to get an evenly distributed design. None of the students sold their dyed fabrics. Nine made garments (dresses or dashiki) for themselves and their children from these fabrics.

- Six students made plant terrarium sets which they sold for profit.

- Five students antiqued furniture pieces which they kept for themselves.

- Seven students made ceramic Chinese and African statues. All of these statues were sold for profit. One student made a bull and matador and 2 black tigers which were also sold. Four students made 1 elephant, owl, cat and frog which they kept for their homes.

- Five students made ceramic cookie jars. Three of these students sold theirs, one kept hers and one gave her cookie jar to her mother as a Christmas present.

- Two students made canister sets; one kept a set for herself and the other student sold hers.

- Five students made vases which they kept.

- Two students made pitcher and bowl sets; one was given as a wedding gift and one was kept by the second student. Four made coffee mug sets which they kept.

- One student made ceramic place settings consisting of a plate, cup, saucer, cereal bowl and butter dish which she sold.

- A quiz was given at the end of each class and a discussion was held on the objects they had made. Each student judged her work for detail and neatness.

TYPING OBJECTIVES

The objectives of the Typing course are:

- To teach the students the basics of typing, which include a knowledge of the location of letters, figures, and other essential keys.
- To teach the students to identify the essential parts of the typewriter and become acquainted with its mechanical functions, such as, the shift key which the student will make use of for capitalization; the tabulator for paragraph indentation and for the typing of tabulated reports.
- To teach the compostion of personal correspondence to meet the students' individual needs, and general business correspondence which is used on the job, the correct procedure which is involved in the folding of letters and insertion of such into envelopes, and the addressing of envelopes.
- To teach the students how to fill out job applications.
- To build up typing speed to a level at which the students will be able to function on the job.
- To teach the students the alphabetic system of filing so that on-the-job material may be found at a glance; the use of the telephone directory; and telephone courtesy.
- To stress the importance of careful proofreading of typewritten material.

Materials Used

- Typing Manual: Lesenberry, Crawford, Erickson, Beaumont, Robinson - Century Typewriting, New Rochelle, New York Southwestern Publishing Company, 1972
- Teacher-made tests and hints
- Handouts on:

  Typewriter Operative Parts
  Standard Keyboard Chart
  Letterheads
  Memoranda
  Typing on the Line
  Application Forms
  Check Forms

SKILLS TRAINING FOR CLERK TYPIST

Areas of Training

1) Orientation
2) Business Communication Skills
3) Business Computational Skills
4) Social Realities
5) Heritage History
6) Typing
7) Filing Procedures
8) Business English
9) Test Preparation
10) Office Procedures and Telephone Techniques

Requirements

1) Be able to type from straight copy material 50 wpm with a maximum of three (3) errors.

2) Be able to type correctly various forms of business letters, inter-office memorandums, payrolls, invoices, manuscripts, simplified statistical data.

3) Be able to type envelopes correctly.

4) Be able to write and type letters of application and requests for appointments.

5) Demonstrate effective telephone techniques regarding greeting, referrals, voice control, and routing of calls.

6) Be knowledgeable of filing systems.

7) Greet all types of office callers, make them comfortable and refer them to the proper person.

8) Have the ability to adjust to various job situations and to get along with others.

SKILLS TRAINING FOR CLERK

Areas of Training

1) Orientation
2) Business Computational Skills
3) Heritage History
4) Social Realities
5) Typing
6) Filing Procedures
7) Business English
8) Test Preparation
9) Office Procedures and Telephone Techniques

Requirements

Upon certification, a trainee should have the following characteristics:

1) Be able to type from straight copy material 25 wmp with a maximum of two (2) errors.

2) Be able to type correctly simple forms of business letters and office data.

3) Be able to establish and maintain a filing system.

4) Demonstrate effective telephone techniques regarding greeting, referrals, voice control and routing of calls.

5) Greet all types of office callers, make them comfortable.

6) Have the ability to adjust to various job situations and to get along with others.

Achievement of Mothers in the Typing class

- Students know the various parts of the typewriter, its mechanical functions, and have mastered the rudiments of typing.
- Students are able to construct and correctly type personal letters.
- Students are able to construct and correctly type business letters containing all the ingredients of successful letters, invoices, memoranda and resumes.
- Students are able to calculate and center headings, invitations and other necessary material.
- Students are able to type at least 40 words a minute upon completion of the course.
- Students are able to do correct manuscript typing and produce perfect copy.
- Students are able to read and spell better.
- Students are able to seek and obtain jobs in both the public and private sectors as secretaries, typists, receptionists, filing clerks, clerks, and clerical assistants. Three mothers have found employment as typists or clerk typists.

ADULT BASIC EDUCATION

OBJECTIVES

- To assist mothers who are heads of households in improving their background to meet their educational needs.
- To increase understanding of fundamental growth and development.
- To provide pre-G.E.D. learning experiences.
- To set up a Reading and Math Clinic which assists in the diagnosis, analysis, and solving of problems arising out of the learner's field experience; also to enable her to work at her own pace and schedule.
- To place less emphasis on teaching specific subject matter but place greater emphasis on the stated needs of the individuals.
- Use of programmed instructional material which is presented to the learner in a series of steps; after each step the learner makes a response that tests her comprehension. She is able to receive immediate feedback regarding the correctness of her response.
- To enable students to become familiar with the usage of kits and workbooks.
- Economic aims which involve the incorporation of consumer education - comprising a number of skills related to deriving the most value from the purchasing dollar; how to make intelligent choices; how to budget one's income; how to figure discounts, taxes, percentages, and carrying charges; how to resist deceptive advertising; information on health insurance, retirement and social services.
- To stimulate participants to get involved in development of program. For example, suggest that students bring in current newspaper and magazine articles of interest for group discussion; encourage students to cite relevant experiences freely to get interaction and feedback.
- To provide creative educational services such as field trips, tours and workshops with follow-up discussion for evaluation.

Mathematics -- Objectives

- To enable mothers to master the basic essentials of math as they apply to practical situations, and at the individual's own pace. For example, ability to make calculations when making purchases, as a basis for coping with other skill areas.

- Human pursuit - for example, family budgeting, knowledge of unit price buying and economy buying involve mathematical knowledge.

- Ability to use math kits to deal with computational skills which develop mastery of the basic facts of addition, subtraction, multiplication, and division.

- To master skills in the use of percent, measurements, ratio and proportion, formulas, simple equations, fundamentals of addition, subtraction, multiplication, and division.

- To give mothers individual attention and an opportunity to evaluate their progress during individual conferences.

- Use self-instructional material to give students an opportunity to check their own answers.

Reading - Objectives

- To assist mothers in mastery and development of reading skills through reading comprehension, language skills, vocabulary building and spelling.

- Help mothers to learn how to use parts of speech correctly.

- Improve the ability of mothers to understand new words in context through exercises in paragraph reading and comprehension and use of the dictionary.

- Introduce simulation games dealing with words and terms related to consumer education topics so as to motivate students.

- To encourage mothers to bring in current articles and advertisements of interest for group discussion.

- To involve mothers in discussion of incidents and personalities which are of historical importance.

- To encourage students to do individual research on topics discussed.

Materials Used

Materials included texts, self-instructional kits, discussion groups, and field trips.

Reading Texts and Kits:

Step Up Your Reading Power - suitable for remedial readers
Steps To Take - Levels 3-6
Where To Go, Who To See, What To Do - Levels 4-6
Buying Guides - Levels 4-6
How To Read Better - Levels 5-6
Adult Reader - Levels 3-4
Learning Our Language Pts. 1 and 2 - Levels 5-7
Steps To Learning - Levels 2-3
Red Man, White Man, African Chief
Getting It Together Vols. 1,2,3, - Levels 2-6
Reading For Understanding Kit - Levels 4-9
Supplementary Readings - Consumer Education Booklets, Newspaper Articles, etc.

Mathematics Texts and Kits:

Arithmetic Fact Kit and Pacemaker - Levels 3-6+
Crossnumber Puzzles
Computational Skills Development Kit - Level 6+
General Education Series - Mathematics - Levels 8-12
Basic Essentials of Math Pts. 1 and 2 - Levels 5-9
Home and Family Life Series - Levels -13

Student Evaluation:

Fundamental Achievement Tests - to test for coping skills
ABLE Levels E,M - standardized testing tool
Teacher-made tests

Achievement of Mothers in Reading and Math Clinic

- Mothers state need to read and write better to participate in PTA and school related groups, church groups, and social groups.
- Ability to assist children with homework; 8 mothers reported on improved ability to assist their children with homework.
- Mothers express the desire to move on to get the G.E.D.; this is the goal of most students - three have entered G.E.D. programs.
- Mothers have stated that they are making an effort to practice economic planning and budgeting; all evidence this by records they make each week.
- Mothers have stated that trips have influenced their thinking; 5 have indicated that trips enable them to see themselves in jobs observed-in the future.
- Mothers are more knowledgeable about availability of health and social benefits and facilities; four have made use of health services and 5 have utilized other social services.
- Mothers are more aware of recreational and other facilities in their neighborhood; after studying a survey of the facilities in the area ten of the mothers are sending their children to use the facilities.
- Mothers have stated that they feel more comfortable taking tests; ten have indicated this.
- Mothers have expressed greater desire to volunteer to try to get involved in new experiences which they would have avoided at the beginning of the program.

PARENT AND CHILD EDUCATION

The purpose of this course is to develop increased parental competence in the task of child rearing which will stimulate the emotional, intellectual and educational growth of children within the low-income family structure. Upon completion of the course, parents will be able to achieve the following behavioral tasks:

- Mothers will apply their understanding of the principles of child development by describing the four stages of growth and explaining how they apply to both normal and exceptional children.

- Mothers will apply their understanding of the importance of developing good communication skills by writing a brief essay explaining how open communication with their children promotes social, emotional and intellectual growth.

- Given a list of social service agencies, mothers will be able to discuss their services and the ways in which a family might use their services to meet the needs of their children.

- Mothers will be able to file a library card, visit the local and main library branches, use the card catalog correctly and select two books which are appropriate for each of their preschool and elementary age children.

- Mothers will demonstrate their ability to stimulate their children's intellectual growth in the home environment by devising a game or method using any article(s) from their household which improves the reading, mathematical, vocabulary or spelling skills in their children.

- Based on classroom observations and conferences with the teacher, mothers will be able to describe what problems and/or successes their children are experiencing in school and tell how and what factors in the home environment can have a positive influence on their children's achievements in school.

- Based on teacher conferences and attendance at PTA meetings, mothers will be able to discuss whether and how the goals and activities of PTA are consistent with those of the parents, the teacher and the school.

- Based on discussion, films and reading, mothers will be able to point out the advantages and disadvantages of television on their children's study habits.

- Given a number of case examples describing various deviant behaviors of children, mothers will demonstrate an ability to apply principles of discipline, child development, and social development by analyzing each case as to what kind of problem exist, what caused it, what is lacking in the child's life and what the parents should do about it.

- Given a list of negative behaviors in children of different ages, mothers will be able to choose the most desirable disciplinary approach for that age group that might correct the behavior and explain why this approach is better than another.

- Mothers will be able to discuss the advantages and disadvantages of four birth control methods and examine the responsibilities that adults must consider in planning to have a child.

- In 80% of the mothers, reading and math competence will increase by at least one grade level. In addition, parents will demonstrate an increased ability to cope better with daily life situations by their achievements in the following tasks:

  ---use the dictionary to find meanings, spellings and pronuciation
  ---use the card catalog to select books
  ---fill out admission form to hospital
  ---fill out application form for social service agency
  ---use the telephone directory to locate emergency numbers, addresses and phone numbers of various child care and welfare facilities
  ---complete a catalog order form
  ---read and comprehend prescription labels and other labels of caution
  ---order a meal for the family using a restaurant menu

Achievement of Mothers in the Parent and Child Education Class

- At least thirty-five mothers realize that the creation of a learning environment in the home is necessary to the intellectual growth and development of their children.

- Approximately thirty-five mothers have been instructed on how television programs for children can reinforce and stimulate their children's intellectual growth at home.

- Approximately thirty-five mothers can construct games and methods which teach either a reading or math skill from materials found in the home.

- Approximately twenty-five mothers know the value of parent participation in the school system: four mothers have assumed leadership roles in the parent groups at their children's schools and at least seven mothers are volunteer child care aides during the week at their children's schools.

- Approximately twenty mothers are aware of hazardous toys on the market and can determine whether toys may be dangerous to their children before purchasing them.

- Seven mothers are aware of current and changing approaches to child rearing practices; three mothers are bringing newspaper articles and magazine clippings to class to share with other students.

- Eight mothers realize that teaching children the consequences of their actions can reduce a large percentage of disciplinary problems which sometimes arise when children do not understand what is expected of them.

- Approximately ten mothers are aware of the importance of suggesting certain courses of action from their children rather than demanding certain behavior from them.

- Approximately ten mothers have developed an awareness of what kinds of behavior to expect from children of different ages and that each child has different individual needs.

COMMUNITY RESOURCES

The purpose of this course is to familiarize mothers with the various types of services available in the community so that they may develop an increased ability to cope with needs, pressures and conflicts within the family.

The objectives of this course are as follows:

- Mothers will illustrate their ability to make use of social services by:

  a) Describing the types of services offered by various agencies
  b) Locating the phone number and addresses of these agencies using the telephone directory
  c) Identifying the location of various agencies on a city map

- Given a set of eligibility requirement for services from a particular agency, mothers will demonstrate an ability to better assess the needs and economic condition of their family by determining whether or not they are eligible for various types of services.

- Mothers will be able to identify and locate the various community agencies situated in their immediate neighborhoods and service areas.

- Given a list of agencies, mothers will be able to designate which ones offer free educational, cultural and recreational opportunities for (a) the handicapped, (b) children, (c) teenagers, (d) adults, (e) senior citizens and (f) for the whole family.

- Given a newspaper, mothers will demonstrate the ability to locate and utilize employment information by responding correctly to questions concerning job qualifications, experiences, addresses, phone numbers, salaries and abbreviations used in want ads.

- In addition, mothers will further demonstrate an increased capacity to function in the community by acquiring the following skills:

  ---ability to correctly complete job application forms, wage and tax forms, unemployment compensations forms, employment complaints;

  ---ability to complete application forms for social services such as social security benefits, medicaid and medicare services, food stamps, welfare benefits, hospital admission form, legal aid assistance, driver license, etc.

---ability to locate information pertaining to interests, current events and community activities using the library facilities

---ability to use bus schedules, city and road maps to travel to unfamiliar places within and beyond the D.C. metropolitan area

Achievement of Mothers in the Use of Community Resources

- At least sixty-five mothers are aware of the various types of services of different community agencies and have made use of them in some way:

  a) Fifteen mothers have made use of free medical services for themselves and their children.

  b) Two mothers made use of agencies which provide emergency food and clothing.

  c) Approximately twenty mothers are making use of recreational facilities in their community.

  d) At least six mothers have enrolled in other adult education programs in the community.

  e) At least five mothers are participating in political groups in their community.

  f) At least sixty-five mothers are aware of employment opportunities in their community and nine mothers have secured either full time or part-time jobs.

  g) At least sixty-five mothers are familiar with community agencies which provide financial assistance and approximately six mothers have taken advantage of the counselling services of these agencies.

- At least sixty-five mothers are familiar with the locale and eligibility requirements of the day care and pre-school facilities in their neighborhoods; approximately twenty-five mothers have their young children enrolled in these facilities.

- At least sixty-five mothers are familiar with both landlord and tenant responsibilities. More than half have been active in a tenant group which is trying to get National Capital Housing Authority to provide bars on their windows in an effort to halt the large number of burglaries on the property; at least five of them have held leadership roles in this effort.

- At least thirty mothers are aware of the various agencies which provide ethnic and cultural enrichment and fifteen mothers have visited some of them this year; at least three mothers have plans to take their children on tour of these facilities.

COMMUNITY LINKAGES

The role of the Community Coordinator was essential in developing and maintaining cooperative linkages with community organizations and agencies. Such linkages provided COPE with opportunities to secure additional health, recreation, education, social services and other supports for COPE mothers and their children. Some agencies were used to help meet the needs of individual mothers.

In other instances, contact was established with an agency which would benefit the entire group of mothers. For example, the Community Coordinator, in COPE's attempt to build student awareness of the types of jobs available and the eligibility requirements which job seekers must have to qualify for certain jobs, made contact with the U.S. Employment Office, the Civil Service Commission and the Personnel and Management Office of the Department of Human Resources. In many cases, the literature distributed by these agencies were used by the Community Coordinator to develop lesson plans on how to use community resources for integration in the skills classes. Group discussions and activities in community resources gave COPE participants a better understanding on how to use the services of community agencies and organizations to improve their personal and family situations.

COMMUNITY AGENCIES WITH WHICH COPE ESTABLISHED WORKING RELATIONSHIPS (1974-75)

November 1974

(1) Seventh Police District Headquarters
(2) Department of Human Resources
  --Main Office Building and Anacostia Sites
(3) United Planning Organization, S.E.
(4) Anacostia Public Library
(5) U.S. Employment Office
(6) DHR Personnel and Manpower Management Division
(7) Anacostia Neighborhood Health Center
(8) S.E. Day Care Centers
  --Spot for Tots
  --New Image Development Center
  --Douglass Recreation Center
(9) S.E. Red Cross Chapter

December 1974

(1) Consumer Protection Branch, United Planning Organization
(2) D. C. Office of Consumer Affairs
(3) Service Area Committee #4
(4) S.E. Youth Assistance Center
(5) Thrift Shops
  --Goodwill Industries
  --Florence Crittenton Bazaar
  --Neisner's Bargain Basement
  --The Purple Heart Thrift Shop
  --Treasure Chest Thrift Shop
  --Paris Flea Market
  --American Rescue Workers Thrift Shop
(6) Response to Educational Needs Project (RENP)
  (Special Program for S.E. Public Schools)

January 1975

(1) U.S. Safety Commission
(2) Civil Service Commission
(3) Youth Opportunities Services, District Building
(4) U.S. Employment Office
(5) Children's Television Workshop
(6) Schools located in S.E. Washington
  --Turner Elementary School
  --Malcolm X Elementary School
  --Garfield Elementary School
  --Stanton Elementary School
  --Congress Heights Preschool
  --Johnson Community School

February - June 1975

(1) Other Schools in Washington, D.C.
  --Watkins Elementary School
  --Draper Elementary School
  --Slowe Elementary School
  --McKinley Junior High School
  --Taft Junior High School
  --Anacostia High School
(2) D.C. Public School System, Division of Research and Evaluation
(3) Pepsi Cola Company
(4) Social Security Administration
(5) D.C. Family and Child Services
(6) Narcotic Treatment Administration
(7) Cultural Institutions
  --Anacostia Neighborhood Museum
  --Museum of African Art
  --Frederick Douglass Home
(8) D.C. Public Libraries
  --Main and Neighborhood Branches

Type of Relationship Established with Community Agencies in 1974

Examples of the type of relationships we have had with each agency for the period October-December, 1974, are described below:

Seventh Police District Headquarters -- Many of the students reported that a burglary ring was operating in the housing project. Quite a few students reported break-ins and attempted burglaries at their homes. This problem finally became so bad that attendance dropped significantly and some of the students dropped out of the program. A visit was made to the police headquarters to request greater surveillance of the area where COPE students resided. The information was placed on a "Watch Sheet," and a number of people in the area reported later that they noticed an increase in the frequency of police cars cruising the area. A follow-up letter was later mailed to the agency which listed the addresses of COPE students.

Department of Human Resources -- Contact was first made with the DHR Atlantic Street Office when one COPE student revealed to Mrs. Burner, Director of the Stanton Learning Center, that she had no food, money or income. She had made attempts to get on welfare for over the past two months, but had not yet received the first check. The Community Coordinator went with her to the 21 Atlantic Street Office to clear this matter up with her caseworker only to find that he was quite rude to both of them and unsympathetic of the student's economic condition. This matter was discussed with Mrs. Betty Jackson, Acting Chief of Adult Services, who promptly settled the dispute with the caseworker and advised the student that she should receive her check and food stamps within the next week.

Two weeks later, the Community Coordinator contacted Mr. Washington, Director of DHR office on 21 Atlantic Street, S.E., concerning the non-arrival of the welfare check of this same student. It was explained to Mr. Washington that the student had been waiting on her check for some time and that from her inquiries about the matter she had been told that perhaps her check was lost in the mail. Two hours later, Mr. Washington telephoned that he had located the client's check and that the student should receive her check by the latter part of the week. He expressed an interest in the COPE program and said that his staff would work with us in any way that they could.

On November 12, contact was made with the Anacostia Service Center to inform personnel of the COPE program operating in the area and to set up a line of communications with the staff at this center. The administrative staff was very cooperative and revealed several pieces of information which helped to resolve some of the questions raised by COPE mothers. DHR will pay for day care facilities for the children of welfare mothers if they are attending any training program which is approved by them. Many Stanton residents have their records at the 21 Atlantic Street office which is farther away from their home than the Good Hope Road office. These women may have their cases transferred if they notify the supervisors at this center. Students

have been informed of the procedures for transferring their records to a closer site if they prefer it.

Continuous contact is maintained with the Community Relations Office of DHR at 500 First Street, N.W. To date two directories have been acquired which may be used as referral sources for social services for COPE mothers and much of their printed material has been integrated in COPE lesson plans.

United Planning Organization, S.E. -- This program was visited to obtain information on the types of services offered by the program. One of our COPE students said they would like to become an accountant. Mr. Anderson at the UPO branch in S.E. was contacted regarding what programs could help this student in this area. COPE learned that UPO sponsors a New Careers program which is geared to undereducated low-income persons who want to become professionals. The student was informed of this program, but decided to remain with COPE.

Public Library, Anacostia Branch -- The library was visited in order to learn what types of services are provided for residents in the area. The library sponsors free popular movies for children and adults and seminars on various topics such as "How to Make a Will," "Weight Reduction," or "Upholstering Your Furniture." The COPE program has been placed on the library's mailing list and students are kept abreast of the type of activities sponsored each month by monthly brochures which are distributed by the library. The library is also on call to give COPE students a tour when we request it.

U.S. Employment Office and DHR Personnel and Manpower Management Division -- Continuous contact is maintained with both of those agencies so as to keep informed of the current jobs available and eligibility requirements needed to qualify one for these jobs. Old jobs announcements were obtained and posted at the Stanton Learning Center so that students could themselves see what kinds of skills they need and what types of jobs are open. As new information about job training programs becomes available, it is shared with the students.

Anacostia Neighborhood Health Center -- This center was visited in order to learn what type of medical services they provide for S.E. residents. This visit was made because one student wanted to know where she should go to get a complete physical. The Community Coordinator found that this health center offered a variety of free medical services which includes mental health, OB-GYN, dental services, general medical services, nutrition and supplemental foods as well as hospital referral services. This information was given to COPE students.

The Baptist Center and Our Lady of Perpetual Help -- Both of these centers are operated by the church and distribute food to needy families referred to them by DHR and other comminity agencies. One of our students received an emergency food supply from both of these agencies within a two-week span while waiting to be reinstated on public assistance.

S.E. Day Care Centers -- Although the Stanton Learning Center provides day care for children over two years old who are toilet trained, many students said that they found it difficult to participate in the COPE program because they had no one to take care of their smallest children while they were in classes. Consequently, the Community Coordinator made visits and telephoned day care centers operating in the S.E. area to determine whether they would accept children under two years old. Although the investigation revealed that DHR would pay child care services if children of welfare recipients were enrolled in licensed day care programs, none of the centers were found to provide day care for children under two years old or who were not toilet trained. Since we were unable to locate any such services, students were asked to bring their tots to class with them. A few parents were able to do this without much inconvenience, but many parents with small children attended class irregularly and finally dropped out altogether.

Mrs. Lawson, Director of the New Image Day Care Center volunteered any services which might help to strengthen the Parent and Child component of the COPE program. She has indicated that she is willing to give our parents a tour of her center or come to the Parent & Child class to show parents how to use various types of materials to teach their children.

S.E. Red Cross -- The Community Coordinator met with Mr. Jones Milton, Director of the Red Cross Chapter in S.E., Mrs. Caesar, Manager of Stanton Housing Project, and Mrs. Burner, Director of Stanton Youth & Adult Center, to discuss how Project COPE could tie in with this agency in an effort to better serve the needs of COPE students. The Red Cross sponsors a variety of services which are available upon request. Programs offered by the Red Cross Chapter in the S.E. area include prenatal care, nutrition, safety and first aid, consumer service corps, emergency case workers and transportation. Mr. Milton advised that we may request the use of the Red Cross bus for local travel if the request is submitted one week prior to a planned trip. Mrs. Butler, the Sewing tutor, requested and was granted the use of the station wagon to take her students to the supermarket to demonstrate how to shop on a fixed income.

Children's Television Workshop -- COPE established communications with Sesame Street in the FY 73-74 but since then we have established a working relationship with Feeling Good of Children's Television Workshop (CTW). We had discussions with Ms. Smith of CTW concerning a workshop to be held for the Parent and Child component which will involve all the parents in the Stanton-COPE program. Ms. Lindsey will conduct the workshop at Stanton in February, 1975.

D.C. Thrift Stores -- A comparative survey was made of the type, quantity, quality and cost of the goods which are stocked in the N.E., N.W., S.E., and suburban thrift stores. This was done in order to present findings to students and discuss alternative methods of shopping which help to stretch dollars during the holiday season. The information obtained from the survey was incorporated in the skills classes by the Community Coordinator.

Consumer Protection Branch and D.C. Office of Consumer Affairs -- The Community Coordinator attended the 1974 UPO Consumer Conference to find out what type of consumer services were available to D.C. residents. Contact was made with the above agencies who provided literature on consumer buying tips and where to call in consumer complaints. This information was shared with the students.

Service Area Committee #4 (SAC-4) -- COPE contacted the SAC-4 Committee because in terms of the authority, influence, visibility and membership resources of the Service Area Committee #4, this body may have more impact on delivery of services to Anacostia residents than any other single group in the D.C. area. The Service Area system seeks to improve service delivery at the neighborhood level by establishing a working relationship through joint and coordinated planning with citizens groups and private and government agencies within each designated service area and is tied directly or indirectly to every major nonpartisan group, private and government agency within the southeast area.

The primary purpose in contacting this committee was to establish communications and use it as a resource body for present and future use. One SAC-4 member is currently looking into the reason why some NCHA properties have window bars to deter burglaries and others do not. They will sooon report to COPE on this matter.

Response to Educational Needs Projects (RENP) -- The Community Coordinator learned about the RENP project while attending the SAC-4 Committee meeting. Further contacts were made with Mrs. Thornhill, Assistant Director of RENP. RENP aims to raise the reading and math achievement scores of pupils in 19 designated schools. COPE is still in the first phases of developing a cooperative plan with RENP whereby we might be able to work jointly in cooperation with the schools, community programs and parents in the Anacostia area.

Types of Relationships Established with Community Agencies in 1975

Examples of the types of relationships established with other agencies during the period from January - June, 1975 are discussed below:

D.C. Public School System -- In the latter part of January plans were made to interview the teachers of children of COPE parents to find out what kinds of problems their children were having in school and to learn from the teachers what they felt parents could do to help the child at home. Toward this end, the Community Coordinator began contacting the principals of schools which COPE children attend in an effort to determine whether they would cooperate with the COPE project. By the end of March the principals of twelve schools had been contacted and they all expressed their willingness to work with COPE; they advised, however, that approval for this kind of undertaking could only be granted by the Division of Research and Evaluation of the D.C. Public School System.

The Assistant Superintendent of this division was contacted regarding this matter during the early part of March. She was enthusiastic about the idea of interviewing teachers to find out the weaknesses and the strengths of the children of COPE parents. She is interested in the same problem and would like to work with COPE when interviewing begins. COPE is presently finalizing plans for working with the D.C. School system.

Martin Luther King Memorial Library and the Anacostia Public Library -- COPE has acquired materials for distribution to students from both of these facilities. Plans have been made for students to tour both library sites in the first week of May. The Anacostia Library has also asked COPE to participate in Anacostia Information Day program which will be held on Saturday, May 3, 1975.

Pepsi Cola Company -- The Public Relations Division of the Pepsi Cola Company provided album sets on black history which were used in COPE classes during Black History Week. Students constructed tests after listening to the records in class and took the tests home to administer to their children.

Social Security Administration -- This agency was contacted to find out whether one student, who is the guardian of her brothers and sisters, was eligible to receive social security benefits from her deceased father. It was determined that she was eligible for the minimal of payments since her father had not been consistently employed. The student decided not to apply for benefits since it would jeopardize the amount she gets in welfare payments.

Family and Child Services -- This private counseling agency was contacted to inquire about the kinds and cost of services they provide to troubled families. It was learned that counselling services are provided at no cost to clients. This information was shared with COPE students.

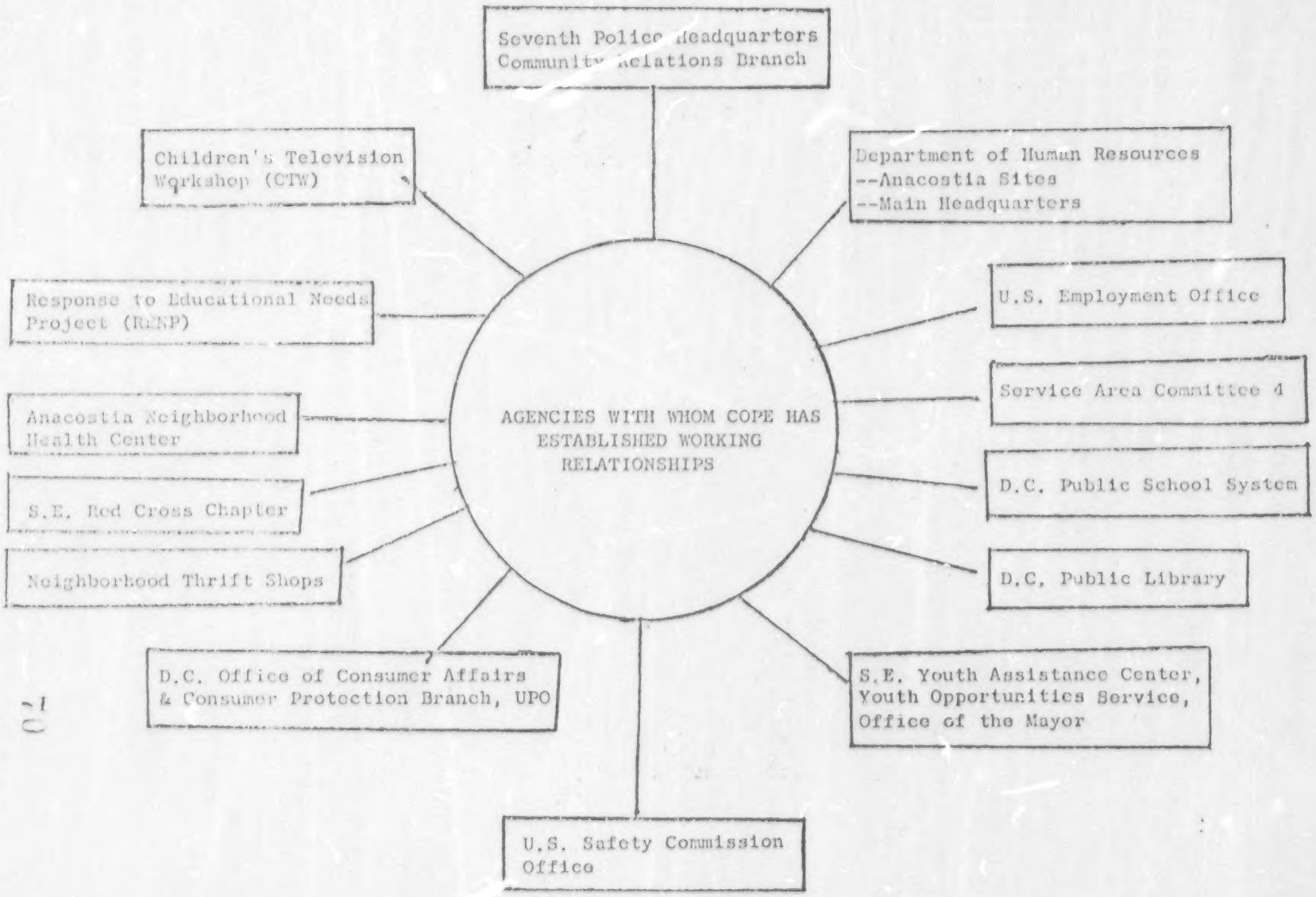
Community Care Services, Department of Human Resources -- This division of DHR was contacted to find out what kinds of services are available to teenagers since one COPE student said she is concerned with the problems she is having with her younger sisters. The Community Coordinator gave her a description of the types of services available through this agency and the address of the DHR Bureau of Youth Services located on the Stanton property. The student said she would contact this agency after discussion with one of her friends.

Anacostia Pre-School -- Staff of this agency visited the COPE Learning Center at Stanton. They were impressed with the COPE program and said they would assist us in the recruitment of mothers for COPE. Mrs. Turner, Parent Coordinator of the Anacostia Pre-School informed the Community Coordinator of two pre-school meetings in the southeast area. Two students were recruited from the Parent Policy Committee of Turner Pre-School by the Community Coordinator when she attended this meeting.

Children's Television Workshop -- Plans to conduct workshops at Stanton on Sesame Street and Feeling Good televison programs were finalized in February. The Feeling Good Workshop was held on March 19 and the Sesame Street Workshop were held on March 20 and April 9, 1975. Students said that they were both stimulating and rewarding.

Narcotic Treatment Administration -- The Community Coordinator contacted this agency after one student said that she was concerned about one of her brothers who is on drugs. (She is his legal guardian.) Information was obtained on procedures for entering the NTA program, eligibility requirements and location of different treatment centers. This information was shared with the student who later said that her brother was not on drugs.

Cultural Institutions -- A series of field trips to various community agencies were planned to increase student awareness of the history and achievements of minority groups. To date, students have toured the Museum of African Art and the Frederick Douglass Home. A tour of the Anacostia Neighborhood Museum was taken on April 24, 1975.


Seventh Police Headquarters Community Relations Branch
Children's Television Workshop (CTW)
Department of Human Resources --Anacostia Sites --Main Headquarters
Response to Educational Needs Project (RENP)
U.S. Employment Office
AGENCIES WITH WHOM COPE HAS ESTABLISHED WORKING RELATIONSHIPS
Service Area Committee 4
Anacostia Neighborhood Health Center
D.C. Public School System
S.E. Red Cross Chapter
D.C. Public Library
Neighborhood Thrift Shops
D.C. Office of Consumer Affairs & Consumer Protection Branch, UPO
S.E. Youth Assistance Center, Youth Opportunities Service, Office of the Mayor
U.S. Safety Commission Office

VOLUNTEERING

Volunteers have always been a major factor in working with social problems. The National Council of Negro Women is in a unique position to provide volunteers for Operation COPE which is funded by the U.S. Office of Education and sponsored by the National Council of Negro Women.

The membership of its affiliated organizations is made of dedicated women from all walks of life, ages, political persuasions, economic and social backgrounds. They are in the best position of any group of women to provide the help the mothers serviced by Operation COPE need. Thus, providing the participants with the added support of a network of National Council of Negro Women volunteers who will bolster the COPE Learning Center's operation.

The plan for volunteers involves recruiting, training, and placing of volunteers in COPE's program as well as in the Adult Basic Education Program of the D.C. Public Schools.

Mrs. Ernestine Jefferson, a Howard University graduate in Social Work, was employed to direct this program. Mrs. Marguerite Selden and Mrs. Louise Kemp was employed as consultants to work with Mrs. Jefferson.

COPE is expected to have national implications for replication, therefore there was a need to organize, systematize and expand the utilization of volunteers from the National Council of Negro Women (NCNW) affiliates on a local level in the District of Columbia as well as nationally.

There are 56 women now involved as COPE volunteers. All except 4 are NCNW members. All committee chairpersons are NCNW members. Retired members of NCNW in the District of Columbia are being contacted. Retired teachers and principals in Phi Delta Kappa, an affiliated sorority of teachers, are taking major tasks in the development of the program with volunteers.

The following committees have been organized and are very active:

- Recruitment Committee

  -- Mrs. Veta Harrison, Chairperson
  (NCNW Greater Washington Section)
  -- Mrs. Ruth Dillard, Chairperson
  (Phi Delta Kappa)
  -- Mrs. Gladys Harris, (Phi Delta Kappa)
  -- Mrs. Lucinda Allen, (Sigma Gamma Rho)
  -- Mrs. Florence White, (Phi Delta Kappa)
  -- Mrs. Ernestine Jefferson, Volunteer Coordinator

- Social Service Committee

  -- Mrs. Arneta Molley, Chairperson
  (Phi Delta Kappa)
  -- Mrs. Barbara Stockton, Co-chairperson
  (Delta Sigma Theta)

  Hot Line Committee:

  Mrs. Arneta Molley, Chairperson
  (Phi Delta Kappa)
  Mrs. Gladys Harris, (Phi Delta Kappa)
  Mrs. Mary Carpenter, (Alpha Phi Chi)
  Mrs. Florie Robinson
  Mrs. Lucinda Allen, (Phi Delta Kappa)
  Mrs. Gladys Roberts, (Women's Auxiliary, National Medical Association)
  Mrs. Rosa Jones, (Phi Delta Kappa)

- Program Support Committee

  -- Mrs. Gladys Harris, Chairperson
  (Phi Delta Kappa)

- Widening Horizons Committee - Cultural Support

  -- Mrs. Ruth Dillard, Chairperson
  (Phi Delta Kappa)

- Academic Support Committee

  -- Mrs. Josephine Peace, Chairperson
  (Project CALL, D.C. Public Schools Adult Education)

- Arts & Crafts Committee

  -- Mrs. Louise Kemp, Chairperson
  Consultant, Operation COPE
  ---Mrs. Avalon Green, Arts & Crafts Instructor
  Operation COPE
  -- Mrs. Viola Wilks, Interior Decorator
  Volunteer, Operation COPE
  -- Mrs. Barbara D. Gross, Participant
  Operation COPE

Areas of Volunteering

Volunteer services may vary from a relatively simple task to servicing or sharing in an area of spcialization. In order to facilitate its volunteer development plan COPE has, within the dictates of its organizational structure and the target population to be served, assessed its volunteer needs in terms of the calibre of persons needed. The volunteer support envisioned includes, but is not limited to:

- GENERAL

  -- Recruiting other volunteers
  -- Participant in Speaker's Bureau "Selling the COPE Program"
  -- Prepare and disseminate publicty for agency to media, organizations, newsletters, etc.
  -- Clerical duties
  -- Prepare mailings
  -- Listen to people and understand
  -- Telephoning

- GROUP JOBS

  -- Prepare mailings
  -- Process instructional materials
  -- Accompany staff and participants on regular scheduled outings

- ACADEMIC

  -- Perform clerical, monitoral, and teacher reinforcement tasks under the supervision of the classroom teacher
  -- Perform simple maintenance tasks
  -- Perform record keeping functions
  -- Collect, monitor, duplicate tests and forms
  -- Assist teacher by having special skills in the areas of sewing, homemaking, arts and crafts
  -- Assist reading specialist with basic and/or remedial instruction

- SOCIAL SERVICE COMMITTEE

  -- Assist clients with money management and budgeting
  -- Teach nutritional and homemaking skills
  -- Help clients find assistance from community services social recreational needs
  -- Answer inquiries about resources in an information and referral service, known as the "HOT LINE."

  There will be eight groups of two people who will man the "COPE HOT LINE" at assigned times. Letters will be sent to the participants informing them of this service. Mothers with emergency problems will be able to call this number

at the two locations -- Stanton Dwellings and Selden-Thomas Community House to get immediate help. The areas of coverage: food, clothing, housing, health needs, legal aide, law enforcement and possibly emergency monetary aide. Any situation that the volunteer staff can not handle will be referred to a staff contact person.

- WIDENING HORIZONS COMMITTEE - CULTURAL SUPPORT

  -- Art Centers tour guides
  -- Museum tour guides
  -- Present travel and slide talks
  -- Take participants on trip to historical sites, etc.

- ARTS & CRAFTS COMMITTEE

  -- Teach crafts with children
  -- Share tips in home decorating with inexpensive and simple crafts
  -- Share crafts to beautify the home

Mothers and Children Trips:

- National Zoological Park and Cabin John

On Tuesday, June 24, 1975 COPE staff members Mrs. LaVerne Butler and Mrs. Avalon Green with 10 COPE volunteers guided 47 COPE mothers and their children on a trip to the National Zoological Park in Washington, D.C. and a picnic at Cabin John Recreation Center, 7401 McArthur Boulevard, Cabin John, Maryland. The 16 COPE mothers had with them 31 children of varying ages. This was the first trip of the mothers and children to the Zoo; together they learned the names of the animals and their characteristics. All had a delightful time. A large number of the mothers stopped at the canteen for snacks although the food they had prepared for the picnic was on the bus. They seemed to want the full experience for themselves and their children and expressed it in this way. Another reason was that they thought that buying food as everyone else was doing would make them like the other visitors; they do not want to appear different, or poor. From the Zoo they went by chartered bus to Cabin John where they had their picnic lunch and the children rode the carousel and other recreational equipment. COPE mothers are inclined to give their children no recreational supervision. Some wanted "to turn the children loose" and play cards or read. One mother claimed her lunch was stolen from the bus. A teacher shared her lunch with the mother but the mother would not share her lunch with her two daughters. Some of these mothers have an unreal expectation of endurance of hunger for their children when the mothers are full and the children are hungry. There is evidence of the need for more parent and child discussions and trips of this kind in which mothers are observed utilizing their new knowledge.

- Wolf Trap Farm

An opportunity to participate in the daytime program at Wolf Trap Farm provides a variety of cultural experiences. On July 30th COPE was a daytime guest of Wolf Trap. By chartered bus 11 mothers and 21 children rode with 4 COPE staff members to the farm in Virginia. Mrs. Mauguerite Selden, Consultant and former Assistant Superintendent for Adult Education, the Urban Service Corps, Summer Schools and Community Schools, arranged for the trip with the Wolf Trap Administration. Mrs. Selden, Mrs. Louise Kemp, Consultant and Dr. Edmonia W. Davidson, COPE's Project Director drove down together in order to take advantage of an earlier meeting. The Theatre in the Woods was the setting for the performance of Garden Menagerie by Street 70 Theater Company. The children laughed, applauded and responded verbally when performers asked them questions. This poetry presentation was followed by the Creative Workshop which demonstrated encounter group techniques. All but one of the COPE children and two COPE mothers participated in the pantomime activity. Before lunch the group toured Wolf Trap auditorium and were invited to an afternoon rehearsal of the evening performance by the National Symphony Orchestra.

Volunteers helped served lunch of hot dogs, potato chips, strips of carrots and celery, orange juice and pretzels. It was good to see the children enjoy carrot and celery sticks and venture to taste the pretzels as a new food. COPE visitors served themselves and cleared their area of trash before they departed for the Theatre in the Woods to see "The Art of Puppetry" by Bob Brown. There were a variety of puppets demonstrated to show how they operate. Each child was given a paper bag to make a puppet for themselves.

Later the group heard the rehearsal of the National Symphony Orchestra Concert to be held that evening. They enjoyed the concert. After the rehearsal the conductor of the orchestra answered questions from the visitors.

This was one of the activities of the Widening Horizons Committee chaired by Mrs. Ruth Dillard.

Operation COPE Volunteer Meetings

- KICK-OFF MEETING: (Included Panel Discussion by COPE staff members on COPE history and need for volunteers; also displays and demonstration of items made by students mothers in Arts & Crafts, Sewing and Typing classes in the COPE program).

  Held at Bunker Hill Elementary School, 14th & Michigan Avenue, N.E., Washington, D.C. on Tuesday, March 18, 1975 at 12:45 - 3:30 P.M.

- ORIENTATION SESSION FOR VOLUNTEER TRAINING: (Included Planning Session for Academic and Social Service Volunteer Support by Washington Technical Institute Cooperative Extension Services and Project CALL).

  Held at Blair Elementary School, 6th & Eye Streets, N.E., Washington, D.C. on Thursday, March 27, 1975 from 10:00 - 12:00 Noon.

- TRAINING SESSION FOR VOLUNTEERS: (Work session of Selected Committees and Adult Reading Improvement Techniques by Project CALL).

  Held at Blair Elementary School, 6th & Eye Streets, N.E., Washington, D.C. on Thursday, April 10, 1975 from 10:30 A.M. - 12:30 P.M.

- TRAINING SESSION FOR VOLUNTEERS: (Included Demonstration on Adult Mathematics Improvement Techniques for Volunteers; also discussion on the Food Stamp Program and demonstration on Mini-Gardening by Washington Technical Institute Cooperative Extension Service and Project CALL).

  Held at Blair Elementary School, 6th & Eye Streets, N.E., Washington, D.C. on Thursday, April 24, 1975 from 10:30 A.M. - 12:30 P.M.

- NCNW AFFILIATE RECRUITMENT MEETING: (Included Report of Volunteer Recruitment and Tour of classroom facilities at Bethune Family Learning Center).

  Held at Selden-Thomas Community House, 2011 - 13th Street, N.W., Washington, D.C. on Thursday, May 29, 1975, 10:30 A.M. - 12:30 P.M.

- TRAINING SESSION FOR VOLUNTEERS: (Arts & Crafts Demonstration and Participation which included the following: Tie-dyeing and Plastic Molding, Interior Decorating Tips, Parent Child Craft Activities and Volunteer Assignments by COPE staff).

  Held at Selden-Thomas Community House, 2011 - 13th Street, N.W., Washington, D.C. on Thursday, June 5, 1975 from 10:30 A.M. - 12:30 P.M.

THE NATIONAL COUNCIL OF NEGRO WOMEN, INC.

The National Council of Negro Women was founded in 1935 to take concerted action for the advancement of the Black woman and her family. Today, NCNW links 28 national women's organizations and includes women of diverse backgrounds bound together in a common resolve to effect basic community change.

Founder:
Mary McLeod Bethune

President:
Dorothy I. Height

National Affiliates

Alpha Kappa Alpha Sorority, Inc.
Chi Eta Phi Sorority
CME Church Woman's Missionary Council
Continental Societies, Inc.
Delta Sigma Theta Sorority, Inc.
Eta Phi Beta Sorority
Grand Temple, Daughters of Elks
Iota Phi Lambda Sorority
Ladies Auxiliary of The National Dental Association
Lambda Kappa Mu Sorority
Las Amigas, Inc.
National Alliance of Postal and Federal Employees
National Association of Fashion and Accessory Designers
National Association of Negro Business and Professional Women's Clubs, Inc.
National Council of Puerto Rican Volunteers
National Sorority of Phi Delta Kappa
Sigma Gamma Rho Sorority, Inc.
Supreme Grand Chapter, Order of Eastern Star
Tau Gamma Delta Sorority
The Chums, Inc.
The Continental Societies, Inc.
Trade Union Women of African Heritage
Unitarian Universalist Women's Federation
Women's Convention, Auxiliary to The National Baptist Convention, USA, Inc.
Woman's Auxiliary, National Medical Association
Woman's Home and Foreign Missionary Society, AME Zion Church
Women's Missionary Society, AME Church
Zeta Phi Beta Sorority, Inc.

STAFF DEVELOPMENT

A staff development program was initiated in August, 1974, when the new project director joined the COPE staff. In August and September the staff was engaged daily in development programs which included the psychology of adult education, the sociology of adult education and the disadvantaged adult learner in relation to society. The philosophy of humanism as applied to adult education was discussed. The following were some of the books used: The Adult Education Handbook, 1970 published by the Adult Education Association, U.S.A.; Adult Education: State Demographic Data, published by the National Advisory Council on Adult Education; Tested Techniques for Teachers of Adults; The Second Treasury of Techniques for Teaching Adults, You Can Be A Successful Teacher of Adults and other materials, published by the National Association for Public Continuing and Adult Education; Family and Personal Development in Adult Basic Education, by Edmonia W. Davidson, published by the National University Extension Association, One Dupont Circle, Washington, D.C., Modern Practices of Adult Education, by Malcolm Knowles; and Adult Education Procedures, by Paul Bergevin and others.

A copy of Family and Personal Development in Adult Basic Education by Edmonia W. Davidson was given to each staff member. "The objective of this is to help teachers work more effectively with low-income families by: (1) Developing an understanding of the circumstances and life styles of the following major groups: Urban, Rural, Appalachian White, Negro, Puerto Rican, Mexican American, and American Indian, and (2) Utilizing reality-oriented resource units in the following areas: Family Health and safety, homemaking skills - food, clothing, shelter; Consumer Education; Money Management; Family Planning and Family Relationships, and The Family and the Community."

COPE staff spent a week studying Part I of the book and discussing "Family Income Distribution in the United States - What kinds of families have low incomes and why," "Changes in Low Family Income in the United States between 1959 and 1969 - In the Nation and In Metropolitan Areas," and "Life Styles of Low-Income Families." A second week was devoted to studying Part II which begins with a chapter on "Selected Materials in Developing Program Content, Curriculum and Methods for Parent and Family Life Education in Low-Income Families," followed by resource units which includes materials that can be used in classes.

The case study method was studied for more than a week and the process of making case studies was given depth by reviewing and discussing Children of Bondage by Allison Davis and John Dollard, published by the American Council on Education. This study of Negro Youth in Natchez, Mississippi and New Orleans, Louisiana in the late 1930's and The Eighth Generation edited by John H. Rohrer and Munroe S. Edmonson which follows

these cases up twenty years later and reports on the same subjects was studied in order to understand the longitudinal findings. A major interest of the first study was the training of children. In the second study there was a searching to find out what had happened to the Children of Bondage, but also to find out whether they were perpetuating in their relations with their own children, the methods by which they had been trained. These two books are very useful in understanding the case study method as well as child rearing practices.

A more current book of case studies Nineteen Negro Men by Aaron Rutledge and Gertrude Cass, portrays men in a manpower training program, being trained for the job of nurse's aide which did not take into account the self-concept of the men and their interest in the occupation.

One week was spent in the psychology of adult education utilizing materials from The Adult Education Handbook, 1970 and Modern Practices of Adult Education by Malcolm Knowles. The same sources were used for studying the sociology of adult education.

PRINCIPLES OF ADULT LEARNING AND IMPLICATIONS FOR ADULT EDUCATION

One of the fundamental objectives of Adult Education is the development of the people themselves to the end that they, through their own initiative may effectively identify and solve the various problems they face. If educators are to provide the channel for self-actualization, they must know how to set up learning experiences and how to recognize them when they occur.

Principles of Learning*

- Behaviors which are reinforced are more likely to recur.
- Reinforcement to be effective in learning should follow almost immediately after the desired behavior and be closely connected with it in the mind of the learner. A total mark on a test the day after it is administered has little or no reinforcement value for the specific answers.
- Practice alone is not adequate. The learner cannot improve by repeated efforts unless he is informed whether or not each effort has been successful.

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* Adapted from Goodwin Watson, "What Do We Know About Learning," Revolution in Teaching: New Theory, Technology, and Curricula, ed. Alfred de Grazia and David A. Sohn (New York: Bantan Books, 1964), pp.82-7.

- What is learned is most likely to be available for use if it is learned in a situation much like that in which it is to be used and immediately preceding the time when it is needed. Much that is now taught children might be more effective if taught to responsible adults.

- Information concerning progress toward a learning goal (which desirably has been determined by the individual) facilitates learning.

Implications for Adult Education

- Learning should be problem centered. The problem should be a problem for the learner, not a problem of the teacher. When the learner sees a real problem he is motivated to seek some kind of solution. The teacher's obligation is to provide situations in which the learner sees a broad range of problems from which he may select.

- Learning should be experience-centered. The teacher should be knowledgeable of the learner's backlog of experience, insights, sets, etc., so that they may be used to facilitate rather than hinder new learning. In addition, activities and experiences in the classroom should be directly related to real problems of the learner.

- Experience should be meaningful to the learner. The experience that bears upon the problem must be suited to the learner's capacity to perceive, his age, his interests, his readiness, and his capacity to understand. A shared responsibility of the learner and teacher is to create a climate in which the learner can see meanings. These meanings do not come passively to a non-participation learner.

- The learner must be free to look at the experience. The climate is an important factor in effective learning. This climate is described as pleasurable, permissive, supportive, accepting, free, spontaneous, reality-centered or person-centered. The learner who is emotionally and psychologically free to look at experience is ready to start on the process of acquiring the necessary behavior with which to learn and to grow, for learning to proceed creatively and optimally the learner must be adjusted emotionally to the learning situation, the teacher, the fellow students and to the classroom climate.

- The goals must be set and the search organized by the learner. It is important that the goals of the broad learning quest be set by the learner. The learner must be free to make errors, to explore alternative solutions to problems and to participate in decisions about the organization of his learning environment. For maximum learning the learner must interact with other learners in such a way as to expose his attitudes and gaps in knowledge

and skills to himself and to others. His attempts at solution should be a series of tries, which become increasingly effective as he gets feedback on each try and modifies subsequent explorations.

- The learner must have feedback about progress toward goals. Evaluation of progress toward goals, particularly when goals have been set by the learner, is highly important. Some indication of success or failure, some frame of reference for determining adequacy of problem solution, some corroboration that the alley is not blind, some reality factor with which to assess one's achievement against one's level of aspiration, or some knowledge of success or failure is necessary in the functional feedback process.

Two workshops for teachers were held by the Children's Television Workshop, Mrs. Barbara Lindsey directed the one of Sesame Street and Miss Henrietta Smith directed the workshop on Feeling Good.

Several publishers presented their materials at different times during the year. The materials from the National Association For Public Continuing and Adult Education were used at Friday meetings throughout the school year.

Staff development involved understanding the disadvantaged segment of society and its relations to the larger society but using a humanistic approach which emphasized the equal dignity and worth of every individual. In-service education began in August, 1974, and was a part of each day's work until the program opened at Stanton Dwellings on October 15, 1974. This involved:

- Understanding the development of roles in relation to status and the processes of human growth and development from infancy through adulthood.

- Finding materials which relate to the experiences and the needs of learners in this program. Emphasizing the role of the teacher of adults as also a learner.

- Relating instructional programs to the needs of the learners as expressed in individual interviews and in follow-up activities. Organizing the program to relate reading and mathematics to the skill subjects which interested the learners and offering them individualized instruction in a reading and mathematics clinic.

- Utilizing programmed instruction materials attuned to adults.

- Threat and punishment is not, psychologically, the reverse of reward. It disturbs the relationship of the learner to the situation and the teacher. It may make the punished response more likely or less likely to recur; it may set up avoidance tendencies which prevent further learning. It does not assist the learner in finding and fixing correct response.

- Readiness facilitates learning. It has been referred to as a complex product of interaction among such factors as, (a) sufficient physiological and psychological maturity, (b) sense of the importance of the new learning for the learner in his world, (c) mastery of prerequisites providing a fair chance of success, and (d) freedom from discouragement (expectation of failure), or threat (sense of danger).

- The sense of satisfaction which results from achievement is the type of reinforcement which has the greatest transfer value to other life situations. Extrinsic reward (commendation) depends on its dispenser. There is no need to strive if the reward-giver is out of the picture. Also, cheating can sometimes win the extrinsic reward. The internal reward system is always present for the learner, and he sees little gain in fooling himself.

- Learners progress in an area of learning only as far as they need to in order to achieve their purpose. With increased motivation (new demands and opportunities), they will improve. The most effective effort may be put forth when tasks are neither too easy nor too hard - where success is quite possible but not certain.

- Genuine participation (not pretended sharing) increases motivation, adaptability, and speed of learning. Excessive direction by the teacher is likely to result in apathetic conformity, defiance, scapegoating, or escape from the whole affair.

- Tolerance for failure is best taught through providing a backlog of success. Adults who experience too much frustration cease to be integrative, purposeful and rational in their behavior. The threshold of what is "too much" varies; it is lowered by previous failure.

- The best way to help individuals form a general concept is to present the concept in numerous and varied specific situations.

- Recall shortly after learning reduces the amount of forgetting. Spaced or distributed practice facilitates retention.

- People remember new information which confirms their previous attitudes better than they remember new information which runs counter to their previous attitudes.

- Expanding the experience of learners with knowledge about agencies and organizations which will meet their needs, and helping learners to participate in community organizations. Important here is the relation of mothers to the school activities of their children at all age and grade levels.

- Developing among mothers the support of educational programs which their children need.

Goal-setting objectives include not only the state ABE plan but also include the goals of the learners who have a high priority in the initiation of a program. They understood the purpose is to help them perform their roles in the family, in the community and at work. Since the learners were involved in setting the goals they evidenced serious interest in achieving them.

Staff development for teachers and para-professionals has enabled them to work effectively in a program based on the experessed needs of young, solo mothers and to modify the program continuously to reflect the more specific needs of participants. At the staff meetings conducted every Friday each teacher tells what modification was made by participants. Teachers and para-professionals have learned how to interview these mothers and to make a case study of each participant. Team teaching was developed with para-professionals teaching skill subjects in cooperation with master teachers of adult basic education who helped develop reading and mathematics in relation to the lesson in the skill subject. For instance, the para-professional sewing teacher worked with a master teacher to develop reading and mathematics related to the sewing lesson plan. Para-professionals have developed the ability to make their own lesson plans and to implement them.

Questions for Discussion Each Friday

1) Have your students had an input into the ABE program? If so, how? What have they added or changed?

2) Do your participants have any way of adjusting the on-going program? Individually? As a group?

3) What methods did you use for recruitment? Retention?

4) What are the reasons given by your students for participation?

Number

a) To gain employment
b) To get a better job
c) Self improvement
d) To be able to help children in school
e) To pass the GED
f) To qualify for job training
g) To learn to read and write
h) To get out of the house and into something interesting
i) Other

5) What materials do you recommend? Why?

6) What methods of instruction do you especially recommend?

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RESEARCH AND EVALUATION

COPE met its target population requirements that eighty percent of the mothers should be low-income, heads of households, less than 36 years of age, with less than 8 years of schooling as measured by standardized tests.

COPE proposed to work with 100 mothers. COPE enrolled 110 mothers, 84 at the Stanton Dwellings Family Learning Center and 26 at the Bethune Family Learning Center. Twenty-eight enrollees were not considered participants because they attended classes less than four times.

An evaluation of the achievement of individual participants is in the following table. The "Highest Grade Completed" is the grade completed by the student when she was in school. The "Placement Results" came from test results when the mother was being enrolled with COPE. The Fundamental Achievement Tests were not taken by all students although a serious effort was made to get each student to take these tests. For those who took the tests an improvement in test scores was recorded. The evaluation of major changed behavior is shown in the last columns which shows what the student made or did. These changed behaviors were significant. Evaluations of COPE by the participant mothers give some insight of their growth. Both of these evaluations show that the program of the Family Learning Center programs were relevant to the lives of the learners. The case study method which involved the making of a case study of each mother paid off in greater understanding of the mother as student, a closer relationship between teacher and student, and the development of a program and of materials relevant to the life of the learner. The participants gave a Fashion Fair on June 13, 1975 at which they and their children were models for their sewing and tailoring products. Each mother presented items she had made in the Arts and Crafts classes. The Fair was invitational and its theme was "Learning is a Beautiful Experience."

The Advisory Committee functioned as a group to help COPE's program. Its members came from organizations and agencies which touched on areas similar to COPE. They helped spread information about COPE within their agencies and outside their agencies. They were helpful with publicity, in their bulletins and radio programs. The visiting nurses gave COPE brochures which they thought might be useful. Members shared information about their programs which were useful to COPE. The member from Manpower encouraged the development of an application for re-funding COPE by that agency. The member from the D. C. Public School Adult Education Program made space available for the operation of COPE's training of volunteers. Whenever COPE needed space, the agency provided it. COPE reported its operation to the teachers in the D. C. Public School Adult Education Program in its Survival Skills Workshop. The COPE participant members helped the other members of the Advisory Committee feel the vitality of the program and its usefulness in helping them solve their problems.

COPE's Volunteer Program which was involved in recruiting, training and placement of volunteers showed

- that affiliated organizations and local sections of NCNW are an important source for volunteers; that Phi Delta Kappa, an honors society in Education, is especially helpful with members who are retired teachers and principals,

- that cooperation between COPE and the D.C. Public School Adult Education Program made the sharing of space for meetings and for leadership training of volunteers mutually advantageous, and

- that the pattern of committees should be easily replicated in and city.

COPE is to be presented at the 37th National Convention of the National Council of Negro Women to be held in Washington, D.C., November 9th - 16th, at the Sheraton Park Hotel. In a workshop, the COPE program will be presented and discussion will focus on how the COPE experience can be utilized in any city. A Handbook on Family Learning Centers For Low-Income Mothers Who Are Heads of Households will be distributed selectively at the convention. It is expected that delegates will decide in what cities COPE will be replicated.

COPE's program will be presented at the 1975 national conference of the National Association For Public Continuing and Adult Education at the Hilton Hotel, Chicago, Illinois. At the session of the Committee on Social Justice, COPE's director will be a member of a panel focusing on the issues and concerns of women on November 6th.

An article about COPE will be submitted to Adult Leadership.

Reseach and Action is the firm employed to evaluate COPE. Its evaluation will be presented separately.

ACHIEVEMENT OF INDIVIDUAL STANTON PARTICIPANTS:
HIGHEST GRADE COMPLETED, PLACEMENT TEST RESULTS, FUNDAMENTAL ACHIEVEMENT TEST
AND OTHER CLASSROOM RELATED ACHIEVEMENTS

...ISTIC PANT ...MBER	HIGHEST GRADE COMPLETED	PLACEMENT RESULTS Paragraph Reading	PLACEMENT RESULTS Mathematics	FUNDAMENTAL ACHIEVEMENT RESULTS Verbal PRE-	Verbal POST-	Numerical PRE-	Numerical POST-	OTHER CLASSROOM ACHIEVEMENTS AND PRODUCTS
1	12th	5.0	3.0					Dropped out of program following irregular attendance to classes; Said typewriters were "too raggedy"
2	9th	4.0	4.0	71				Made polyester double knit pantsuit, vest, 2 pr. slacks and dress in class; Is now making all her clothing at home, but has not attempted to make clothing for her children
3	11th	7.0+	5.0					Enrolled in typing class only; In 6 weeks speed had progressed to 35wpm. Dropped out of program due to child care problems
4	12th	7.0+	4.0	88				Separated constructively from program due to her involvement as an officer of a parent group; In sewing began polyester double knit pantsuit, but did not complete it. Made 2 ceramic ash trays in Arts & Crafts
5	9th	7.0	4.0	92				Dropped out of program after kiln damage; Made green pantsuit in Sewing; Made numerous candles, plaster of paris objects, ash trays, 1 lamp, African heads, 1 elephant and sold all for profit
6	8th	6.0	3.0					Dropped out of program due to child care problems; Made plaster of paris plaques in Arts & Crafts; Did not sew or choose pattern; Little progress in learning typing due to irregular attendance
7	8th	7.0+	4.0					Attended classes every day, but dropped out after her house was burglarized; Was very motivated student in classes
8	1 yr. College	6.0	5.0					Made a double knit polyester brown dress before droping out of program; Said the small classrooms made her nervous
9	11th	7.0	5.0	83		50		Dropped because of child care problems; Began dress for daughter, but did not complete; Temporarily disrupted the N.Y. trip with her antics

ACHIEVEMENT OF INDIVIDUAL STANTON PARTICIPANTS:
HIGHEST GRADE COMPLETED, PLACEMENT TEST RESULTS, FUNDAMENTAL ACHIEVEMENT TEST
AND OTHER CLASSROOM RELATED ACHIEVEMENTS

PARTICIPANT NUMBER	HIGHEST GRADE COMPLETED	PLACEMENT RESULTS		FUNDAMENTAL ACHIEVEMENT RESULTS				OTHER CLASSROOM ACHIEVEMENTS AND PRODUCTS
		Paragraph Reading	Mathematics	Verbal PRE-	Verbal POST-	Numerical PRE-	Numerical POST-	
10	4th	1.0	1.0	45				Dropped out after vowing total commitment to the Holiness religion; Had attended classes faithfully before this in Reading Clinic and Parent Education. Her reading and math had improved tremendously
11	10th	7.0	5.0	73	93	54	61	Made 2 pair slacks, 2 dresses and 2 dashikis for her children and 1 pantsuit for herself; Made canister set, 2 ashtrays, 1 lamp and tie dyed fabrics; Most advanced student in Reading & Math Clinics
12	12th	7.0	4.0	68	86	34	64	Completed pantsuit and bathing suit for Fashion Fair; Made ceramic figures, ash tray, plastic molds, antique furniture and tie dyed fabrics; Used community resources
13	12th	5.0	3.0	65				Typing speed up to approximately 30 wpm, but work was sloppy; Little progress in Reading & Math Clinics because of poor attendance; Dropped the program after moving from Stanton Dwellings
14	12th	7.0	5.0+	55		50		Separated constructively from the program after acquiring a typing speed of 60wpm; Became employed as clerk typist
15	12th	7.0+	5.0	89	91	49	64	Active in all class activities and parent and community groups; Made 2 polyester double knit dresses for her daughters and an evening gown for herself, also does volunteer day care work
16	4th	4.0	3.0			41	51	Made 7 plaster of paris molds, 2 tie dye cloths and 1 Batik dye cloth, and 1 picture in Arts & Crafts; In sewing class, made 1 dress for her niece, an after-five dress and pantsuit for herself
17	11th	5.0	4.0	72				Separated constructively from COPE, becoming employed as clerk typist
18	9th	5.0	3.0					Refused to take any achievement tests and dropped out of program due to lack of interest

ACHIEVEMENT OF INDIVIDUAL STANTON PARTICIPANTS:
HIGHEST GRADE COMPLETED, PLACEMENT TEST RESULTS, FUNDAMENTAL ACHIEVEMENT TEST
AND OTHER CLASSROOM RELATED ACHIEVEMENTS

ANT.CIPANT UMBER	HIGHEST GRADE COMPLETED	PLACEMENT RESULTS		FUNDAMENTAL ACHIEVEMENT RESULTS				OTHER CLASSROOM ACHIEVEMENTS AND PRODUCTS
		Paragraph Reading	Mathe-matics	Verbal PRE-	Verbal POST-	Numerical PRE-	Numerical POST-	
19	12th	1.0	4.0	56	61	34	41	Made dashiki for daughter, 2 dresses and a 3 piece pant suit for herself; Made ceramic vase and ash trays, candles, plastic molds, batik and tie dye material and antiqued furniture; Sells many items for profit
20	9th	4.0	4.0	82				Separated constructively from COPE and entered GED training; Made ash trays, plaster of paris molds, and candles in Arts & Crafts classes
21	11th	5.0	5.0					Separated constructively from program to become employed as clerk typist; Began but did not complete a dress for herself due to poor attendance; Made 2 ash trays and 2 plaster of paris wall plaques in Arts & Crafts
22	11th	4.0	3.0	62				Dropped sewing class after completing dress for her daughter; Made lamps, ashtrays, plastic molds, candles and antiqued furniture--Sold most of these items for profit; Won third place in Arts & Crafts competition
23	11th	4.0	4.0	77				Dropped out of the program due to lack of interest; Made candles, plaster molds, an ash tray and a vase; Began dress for herself in sewing class, but never completed it
24	11th	5.0	5.0	30		30		Made 1 after-five dress, 2 dresses with hats for her 2 daughters, 1 sports dress, 1 man's shirt and 1 tailored pantsuit with detailed top stitching; Won second place for this suit in Fashion Fair; Sews now for profit
25	12th	7.0+	5.0			47		Dropped out of program after making 3 plastic molds in Arts & Crafts; Enrolled in Sewing but did not make anything
26	10th	4.0	4.0	64				Dropped out of program to take care of her blind, ill mother; Completed green polyester doubleknit pantsuit in Sewing class
27	11th	6.0	3.0					Dropped out of program to care for sick children Made 1 plaster mold but did not return to class after children got better

ACHIEVEMENT OF INDIVIDUAL STANTON PARTICIPANTS:
HIGHEST GRADE COMPLETED, PLACEMENT TEST RESULTS, FUNDAMENTAL ACHIEVEMENT TEST AND OTHER CLASSROOM RELATED ACHIEVEMENTS

PARTICIPANT NUMBER	HIGHEST GRADE COMPLETED	PLACEMENT RESULTS		FUNDAMENTAL ACHIEVEMENT RESULTS				OTHER CLASSROOM ACHIEVEMENTS AND PRODUCTS
		Paragraph Reading	Mathematics	Verbal PRE-	Verbal POST-	Numerical PRE-	Numerical POST-	
28	10th	7.0+	2.0	80	89			Made 4 ash trays, 1 ceramic cat, 10 candles, 2 tie dye cloths, 10 plaster mold plaques and 1 lamp; Made 2 double knit dresses, gown, and pantsuit for herself, 4 outfits for her daughters, 1 tailored man's jacket; Won third place in sewing competition; Sells crafts
29	6th	2.0	2.0					Separated constructively from program to return to WIN program; Attended classes sporadically while with COPE; Joined COPE to learn how to use community resources; Became welfare client; Found part time job as charwoman
30	10th	2.0	5.0+					Dropped out of program due to both transportation and child care problems; Made plaster of paris molds in Arts & Crafts
31	10th	5.0	5.0	75				Dropped out of program after telling another student that she was afraid to take tests
32	12th	7.0	5.0			57	67	Learned the basics of typing and acquired speed of 22 wpm; Reading and math showed much improvement
33	10th	6.0	NR	32	88	32	62	Made 4 candles, 10 plaques, 2 tie dye cloths, 2 Batik cloths and 2 ashtrays; Sold most items for a profit;
34	12th	5.0	4.0	83	94	48	63	Made 2 dresses which she modeled in Fashion Fair and 2 daskikis for her son; Made plaster of paris plaques, ceramic ash trays, 2 tie dye and batik dye cloths; Her vocab., comprehension, and math improved tremendously
35	11th	2.0	1.0					Made numerous articles in Arts & Crafts class--ash trays, ceramic statues, candles, wall plaques, tie and Batik dye cloths which she sells for profit; Refused to take achievement tests, but did well on teacher test
36	12th	7.0	NR					Dropped out of the program because she could not have her way in Arts & Crafts class; Began but did not complete a pair of pants for her daughter in sewing class

ACHIEVEMENT OF INDIVIDUAL STANTON PARTICIPANTS:
HIGHEST GRADE COMPLETED, PLACEMENT TEST RESULTS, FUNDAMENTAL ACHIEVEMENT TEST
AND OTHER CLASSROOM RELATED ACHIEVEMENTS

ARTICIPANT UMBER	HIGHEST GRADE COMPLETED	PLACEMENT RESULTS Paragraph Reading	Mathematics	FUNDAMENTAL ACHIEVEMENT RESULTS Verbal PRE-	Verbal POST-	Numerical PRE-	Numerical POST-	OTHER CLASSROOM ACHIEVEMENTS AND PRODUCTS
37	8th	6.0	4.0	67		47		Separated constructively from COPE to work on GED in the evening at a community school; Made a double knit pant suit for herself in sewing class
38	12th	7.0+	4.0	76	82	52	64	Kept scrapbook containing articles and information on raising children; Active participant in parent groups; Made 10-15 plaster molds, 2 candles, 2 tie dye and Batik dye cloths; Made dashiki for herself and son; Was working 2 jobs at end of program but remained with COPE
39	10th	2.0	4.0					Dropped out of program in eighth month of pregnancy; In sewing class, made 1 maternity dress, a dress & cape ensemble for daughter, suit for son; numerous crafts
40	10th	7.0+	4.0	82	84	43	49	Made boy's 2 piece suit, 1 bathing suit, 2 evening dresses, 4 pant suits and some dresses. Most pieces were modeled in COPE's Fashion Fair; In Reading and Math she needed improvement in completing work
41	12th	7.0+	5.0	83				Separated constructively from program to enroll in an evening program for adults after dispute with her sister who was regular participant of COPE
42	12th	7.0	4.0					Made dress and coat ensemble for niece; 1 dress for herself which she modeled in Fashion Fair; Found full-time employment as clerk typist but remained with COPE
43	8th	5.0	4.0	73	79	45	51	Made denim tailored jacket, 2 evening gowns, pink caftan, bathing suit with jacket and pant suit for 2 daughters; Won first prize for pink caftan which she also designed at Fashion Fair competition
44	12th	7.0	1.0	62	94	32	46	Became employed as guard but remained with COPE; Reading and math improved substantially
45	11th	6.0	4.0	68				Separated constructively to finish work in order to get high school diploma and graduated; Also accepted for training as model; Made 1 dress for herself in sewing class

ACHIEVEMENT OF INDIVIDUAL STANTON PARTICIPANTS:
HIGHEST GRADE COMPLETED, PLACEMENT TEST RESULTS, FUNDAMENTAL ACHIEVEMENT TEST
AND OTHER CLASSROOM RELATED ACHIEVEMENTS

PARTICIPANT NUMBER	HIGHEST GRADE COMPLETED	PLACEMENT RESULTS		FUNDAMENTAL ACHIEVEMENT RESULTS				OTHER CLASSROOM ACHIEVEMENTS AND PRODUCTS
		Paragraph Reading	Mathematics	Verbal PRE-	Verbal POST-	Numerical PRE-	Numerical POST-	
46	9th	7.0+	4.0	84				Made pantsuit, evening gown, bathing suit for herself and dress for daughter; Made 4 ashtrays, 6 candles, 4 plaster molds, 3 tie dye and Batik dye cloths; Much improvement in Math and Reading, but she refused to take additional Achievement tests; "Hit" of the Fashion Fair
47	12th	5.0	5.0	81				Made cotton dress for daughter in Sewing; Made 10 plaster of paris molds and 3 candles in Arts & Crafts
48	8th	6.0	5.0+	77	80	36	53	Made numerous items in ceramics, candles, plaster molds, tie and batik dye and sold most of these for profit; In sewing made 3 dresses for herself, dress for granddaughter and suit for adopted son
49	9th	4.0	3.0	68	88	60	65	Completed a ceramic fruit stand, candles, plastic molds, and tie-dye materials; Made dress and dashiki from tie-dye material; Became employed as charwoman but remained with COPE; Guardian of 5 siblings
50	12th	4.0	4.0	67	87	57	60	Won first place in Arts & Crafts competition at Fashion Fair for decorated stein; Also made 4 ash trays, 1 lamp, a cookie jar, punch bowl and tea set; Reading and math showed tremendous improvement
51	9th	4.0	2.0	62	83	28	59	Made 2 dresses for her daughter and 2 piece dress and jacket ensemble for herself; Spelling, reading and math improved tremendously; Learned basics of typing but speed was slow; Hospitalized many times for asthsma
52	10th	2.0	3.0	24		24		Dropped out of program due to tranportation and child care problems; Made 4 plaster of paris objects for herself
53	7th	2.0	3.0		75	35		Made green dress, beige pant suit, 2 after-five dresses, pink sports jacket, black A-line skirt in Sewing. Most of these were modeled in Fashion Fair
54	12th	7.0+	5.0					Separated constructively from the program after reaching a typing speed of 55wpm; Passed Civil Service Exam and found employment as clerk typist; A devout Jehovah Witness who sermonized daily

ACHIEVEMENT OF INDIVIDUAL STANTON PARTICIPANTS:
HIGHEST GRADE COMPLETED, PLACEMENT TEST RESULTS, FUNDAMENTAL ACHIEVEMENT TEST
AND OTHER CLASSROOM RELATED ACHIEVEMENTS

PARTICIPANT NUMBER	HIGHEST GRADE COMPLETED	PLACEMENT RESULTS		FUNDAMENTAL ACHIEVEMENT RESULTS				OTHER CLASSROOM ACHIEVEMENTS AND PRODUCTS
		Paragraph Reading	Mathematics	Verbal PRE-	Verbal POST-	Numerical PRE-	Numerical POST-	
55	10th	7.0+	5.0					Dropped out of program because of child care problems; While with COPE came to class sporadically and never began a project; Stood on the sidelines and watched
56	11th	7.0+	2.0					Separated constructively from the program due to responsibilities of full time job at post office
57	10th	7.0+	5.0	72		44		Made dress for herself and one for daughter; Separated constructively from program because of responsibilities as officer in community and parent group and enrolled in evening GED program at community school
58	12th	7.0	5.0					Dropped out of program due to lack of interest; Made 1 plaster mold, 2 candle holders and 1 ash tray in Arts & Crafts
59	12th	7.0+	4.0					Separated constructively from program due to part time employment as beautician; Began pantsuit in sewing but did not complete it; Claims to have received the "Holy Ghost"
60	9th	7.0+	4.0	88				Dropped out of program due to child care problems and son who was frequently ill with asthsma attacks; Made 2 candles and 2 plaster molds in Arts & Crafts
61	7th	4.0	5.0					Separated constructively from COPE to enroll in secretarial training program at OIC shortly after coming to COPE
62	11th	7.0	4.0					Separated constructively from COPE to take job in candy factory in Virginia shortly after enrolling in COPE
63	12th	6.0	4.0					Enrolled in Reading and Math Clinics only; Had advanced to subtraction and addition of fractions; Vocabulary and reading comprehension had improved, but need improvement in spelling
64	5th	7.0+	3.0			36		Mastered basics of typing and was typing 27wpm; Progressed from addition of whole numbers to multiplication & division in Reading Clinic; Employed full time as nurse's aide

Evaluation by Mother Participants

Mothers who continued with COPE through June 1975 were asked to write a paragraph about "What COPE Means to Me," The following are some of their evaluations.

Written by Participant No. 12 on
June 22, 1975

What I Have Learned as a COPE Student: Math and Reading have been my most important subjects. Why? Because I have learned the value of my dollar and how to spend it wisely. As for reading I can understand now why I have so many community problems. As a child my parents used to say to me if you don't know and want to know, ask questions. I myself find that in these days and at times I could carry that theory with me. But now I find that since I have been coming to Mrs. Brown's class I now have a theory of my own. First of all I must give her my undivided attention. Second of all I must listen well. So therefore if I pay attention and listen well I can learn to sew, and also learn how to make something in my arts and crafts class, and do very well. This is why, how and when there is not a teacher around I can answer a lot of my own questions.

Written by Participant No. 16 on
June 25, 1975

What I Have Learned as a COPE Student: Sewing - I learned how to make a dress sleeve perfect. I can study my pattern and understand it better. In my sewing class, I have made two pair of pants, three dresses and a pant suit.

Math - In my math class, I can divide numbers much better than before and also in reading, I can understand what I am reading a little bit better than before.

Arts and Crafts - I learned how to mix colors, how to paint, and about ceramics, plasting molding, tie dyeing and batik dyeing.

Written by Participant No. 19 on
July 30, 1975

What I Learned from COPE: COPE is a very, very important project, and I really enjoyed myself. And another thing, you will go on trips. If you would ask me about COPE, well all I can tell you is, that you should join it too. So now I will close my essay. I enjoyed COPE very much and I hope I can take some more trips.

Written by Participant No. 34 on
June 26, 1975

What COPE Has Done for Me: It has helped me to beware of all prices and ½ price sales and how to know whether it is really a sale or not. COPE has exposed me to many educational things by arranging trips for us to various places. COPE has taught me to be well mannered and use poise at all times. COPE has taught me how to plan meals and write a grocery list before going to shop for groceries.

COPE has taught me more easy ways to deal with problems with my children. They also showed us many helpful films on how to deal with problems with children and how to care for our skin and many other helpful films on things that we come in contact with in everyday life. They also showed tapes on Black History and important Blacks.

Written by Participant No. 40 on
July 30, 1975

COPE is a very educational and interesting school. Not only did I improve in my Sewing and Typing skills but also by my association with the instructors, I've learned how to better cope with other people. In this way, I've been able to come out of my shell. I'm very glad to be part of COPE. Thank you sincerely.

Written by Participant No. 43 on
June 22, 1975

The COPE program to me is an extraordinary program that I looked for. Not being on welfare I could not find a program that would take a mother who receives support from her husband. What I have learned in this program is things that I as a housewife had forgotten which was spelling limited to my grocery list. My mathematics was very poor. I went to the eighth grade. What was learned in mathematics was not used. COPE helped me in all this.

I love to sew but did not understand patterns so I did not go in to the detail work which detained me. COPE is just the right program for mothers who live in their home without using her knowledge of what was learned in school. The dexterity of COPE gives employment to all. As for the staff, to me they are filled with concern for mankind. As I say, the staff is love expressing itself. I express gratitude to all, Mrs. Butler, Mrs. Brown, Mrs. Green and Miss Wharton. COPE with it.

P.S. If there is another program please do not leave me out. There is room for improvement.

Written by Participant No. 44 on
June 25, 1975

I learned more about Math, how to work with multiplying. COPE has helped me with math. I can teach my children at home, so that it would be beneficial to them at school and in the near future. COPE helped me to read better. Reading is very important to learn how to speak, to talk correctly and also write letters. It is good for every parent to learn how to read. They can take good interest in their children by helping them. Parents read to their children when they are infants; as they grow older, let them pronounce the words along with you. Every parent should learn to read, this would help in school for their children.

I've learned to type. In order to type you must learn to read. Typing can be beneficial to me in the near future. My job now is a community aide worker (monitor). Typing is part of my job. I have to type out and read and write reports. I go from door to door and take surveys.

I enjoyed myself very much in the COPE program. I hope that others in the Community have got some benefits out of it too. By going to the COPE program, I learned how to deal with the community, children, senior citizens, and family care. I hope that COPE could go on and on to help the family, the community and so on in life and the future.

Written by Participant No. 48 on
June 22, 1975

Dear Friends of COPE: I would like to thank you all for giving all of the ladies of Stanton Dwellings the chance to participate in the program. It was a wonderful thing for me and a lot of the others. Mrs. Brown, in Reading and Math was a very good teacher; she took time to explain everything to the class. If you didn't understand she would make it clear for you. I would like to thank Mrs. Brown very much.

Mrs. Green was wonderful in Arts and Crafts. She has shown me how to make good use out of things I had at home and was thinking they could not be fixed. This is a good thing because I don't have the money to buy lots of the things I need. I would like to thank her; it was a joy to go there. Also Mrs. Butler is one of the best sewing teachers there is. She teaches like it should be done. Everything has to be just right which is as it should be. I have made some very nice things under her leadership.

I would like to thank the National Council of Negro Women for giving us a chance to go on trips that we would not have been able to take. The wonder of it all was just out of this world. Please keep up the good work. I love you all for what you have done for us. Thank you.

Written by Participant No. 50 on
June 23, 1975

What I Have Learned from Project COPE: I learned a lot from Arts and Crafts this year. It has helped me to make things for my family and other people. I learned how to paint, sew, tie dye and about ceramics. I really enjoyed coming to school because it has helped my nerves. But I hope I get the chance to take some more courses in Arts and Crafts because this is really what I like doing for a job and career.

SIGNIFICANCE OF FAMILIES WITH FEMALE HEADS

Since one-tenth of all Americans now live in female-headed families—almost one-seventh of all children under 18 and almost one-third of blacks in this country; and since nearly 40 percent of these 21.3 million people are poor as the government defines poverty, this problem-ridden and growing population sub-group merits the serious attention of many agencies. These people make up a third of the poor people in this country. They account for more than half of the black poor. Black and white together they are probably the largest identifiable group of poor people in the Nation.

What causes the increase of these families—high rates of divorce and separation, increased participation of women in the labor force, increased economic independence of women, the increase of single female heads who keep their illegitimate children and that single women may now adopt children, are some of the causes. Whatever the causes, they represent a change in the family structure, poverty with the attendant problems and the opportunity of this society to come to grips with these problems constructively. In the late 1970's values are changing, the society is in a transitional stage, and care is needed to preserve the humanizing values of family life. How to communicate in the family and relate members of the family to the community involves processes of interaction which are the basis for building a sense of community. This feeling of community is very important to gaining control of our local neighborhoods and cities. A sense of community may well be an essential element in reducing crime in our cities to make them more livable for all.

COPE was able to come to grips with only some of the many problems of a small segment of this population. But the experience was dynamic. Education for problem-solving became a joyous, fulfilling educational program for the mothers and a rewarding experience for faculty and staff.

CONCLUSION

During Phase II, COPE has successfully demonstrated a workable model of a Family Learning Center for Low-Income Mothers Who Are Heads of Households based on the following principles:

- That low-income mothers see themselves as self-directing, independent personalities and respond to being treated with respect, to being perceived as having the ability to run their own lives.

- That low-income mothers can be helped to diagnose their own needs for learning, and discovering for themselves what they need most to learn.

- That low-income mothers can be involved in planning and conducting their own learning. Educational technology, resource persons and learners working together on translating diagnosed needs into specific educational objectives and then designing learning experiences to achieve these objectives involved them in sharing responsibility for helping one another learn.

- That low-income mothers who are heads of households can evaluate their own progress toward their learning goals. COPE staff helped mothers create devices for gathering evidence about the progress they were making. Skill performance exercises, and real problems faced by the learners were used as before and after measures of progress in learning.

- That new learnings can be grasped easily when they are related to the mother's past experiences. COPE mothers had a broad foundation of past experience on which to base new learning. Group discussion, the critical incident process, role playing, simulation exercises, skill practice exercises, case studies, and action projects were used successfully.

- That new concepts or broad generalizations with life experiences drawn from the mothers required great care in assessment.

- That solo mothers have their phases of growth and developmental tasks. Roles of worker, parent, homemaker, daughter, citizen, friend, organizational member, religious affiliate, and user of leisure time offer learning through the changes which occur in each social role. The sequences of learnings were strongly influenced by the developmental tasks of the mothers.

- Solo mothers engage in learning in response to pressures they feel from current life problems; their time perspective is one of immediate application.

- That COPE had some success with its Stanton Dwellings participants in spite of limited space, inadequate child care facilities and other limited services. It is clear, however, that this population needs not only reality-oriented educational programs with teachers who can relate to them but also supportive services which enable the learners to overcome their handicaps.

- That use of community services is vital to the success of a program with this kind of population, but that greater integration is needed. Wherever large concentrations of low-income people occur there should be close cooperation of agencies to serve them.

- That the problems of these mothers are related to the problems of the society, particularly to employment and unemployment. Until a program of full employment is developed in which government becomes the employer of last resort after business and industry have failed, these people can have little hope of full participation in the economy.

- That there is great promise in strengthening the processes of the family as educator in the 1970's; the education of children by parents, the education of parents by children, the education of children by children, and the education of parents by parents especially in low-income families.

- That the family as educator requires productive relationships with the school and other community agencies based on education for participation and action.

- That a family learning center program which links skills to responsible action at all ages puts a new dimension in education. When significant work and income are the outcome of academic success, adults who have been under-achievers show remarkable ability to learn.

- That the inner cities of the United States which have large depressed populations might benefit from programs which educate all members of families and relate them to the community development process which is a social process by which human beings can become more competent to live with and gain some control of local aspects of a frustrating and changing world. The process is a progression of events that is planned by participants to serve goals they have progressively chosen. Development means social and personal change that moves toward consciously chosen goals.

COPE STAFF

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